DOCUMENT RESUME

ED 049 319 24 TM 000 524

AUTHOR	Neyman, Clinton A., Jr.
TITLE	Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68. Final Report.
INSTITUTION	George Washington Univ., Washington, D.C.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
BUREAU NO	BR-7-1344
PUB DATE	May 69
CONTRACT	OEC-1-7-071344-5152
NOTE	289p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS	*Academic Achievement, Behavior Change, Compensatory Education, *Cost Effectiveness, Cultural Enrichment, Data Analysis, Data Bases, Data Collection, Disadvantaged Schools, *Longitudinal Studies, Preschool Programs, Program Costs, Program Descriptions, *Program Evaluation, Public Schools, Statistical Analysis, Student Attitudes, Student Behavior, *Student Evaluation, Summer Programs, Teacher Aides, Youth Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I

ABSTRACT

This report continues the evaluation of Title I (ESEA 1965, PL 89-10) programs and services in the District of Columbia. Four areas of concern were: The effects of Title I funds on (a) student performance, (b) dropout rates; and the most effective programs in terms of (c) measurable pupil gains, and (d) most gain per dollar spent. Teacher evaluations of student performance and attitudes were obtained twice in a 2-year period for students in target schools. Questionnaires were used for the initial inquiry with beginning and end of the year composites taken as evidence of change. Comparisons were made between student groups, grades, sex, student attendance, and test scores. Comprehensive tables, descriptions of nearly thirty programs, costs, program participation, assigned program priorities (in terms of performance), an analysis of student evaluation data, a report on special studies, a comprehensive summary, and conclusions are highlights of this report. The continued use of the student evaluation forms and of the statistical model are recommended to provide data for a continuous evaluation process, since the model proved sensitive enough to detect small performance changes. (TA)

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EVALUATION OF ESEA TITLE I PROGRAMS for the District of Columbia, 1967-68

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Education Research Project
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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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EVALUATION OF ESEA TITLE I PROGRAMS
FOR THE DISTRICT OF COLUMBIA, 1967-68

Summary

I. Objectives

The purpose of the research was to continue the evaluation of special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10.

The primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various programs. Answers were sought to the following questions: Do students perform better in school because of the expenditure of Title I funds? What programs appear to be the most effective in terms of measurable pupil gains? What programs and services obtain the most student gain per dollar of Title I funds? Do Title I programs prevent dropout?

II. Description of the Target Population

There were 97 public and private schools, both elementary and secondary, in the target area, with a total enrollment of approximately 70,000 students ranging from kindergarten through the twelfth grade. These schools were selected on the basis of the need of the children in them, as determined from a combination of the median school scores for the 4th and 6th grades on two standardized tests of reading, and median income and years of schooling of the adult population in the census tract in which the school was located. Approximately 25,000 students in these target schools were designated by their school principal as potential dropouts in need of special attention. Eighteen of the schools, with approximately 15,000 new students, were added to the target area at the beginning of the 1967-1968 school year.

III. Procedure

Teacher evaluations of student performance and attitude were obtained in May 1967 and again in May 1968 for students in the target schools. From the responses to these questionnaires, two sets of composites, obtained by combining similar items from the questionnaires, were computed for students who were in the various Title I programs. These composites at the beginning and end of the school year were taken as evidence of changes in the students in the programs. The changes in the students in each program were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups.

In addition to changes in classroom performance, test scores were used to compare the performance of Title I schools with non-Title I schools. Information was also obtained from teachers about the number of absences during the two previous school years and average absences calculated for the students in each program. Information was also available as to the cost per pupil of the individual programs.

Information about the students identified as potential dropouts was obtained from questionnaires filled out by the Pupil Personnel Services Teams.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators and teachers, through observation of the program by the evaluation staff, and from the Associate Superintendent for Planning, Innovation, and Research of the D.C. Public Schools and his staff.

IV. Evaluation of Specific Programs

The primary basis for the evaluations of the programs was the consideration of the changes in the students in them as measured by the Classroom Performance Composite and the School Adjustment Composite. Secondary consideration was given to such things as cost per pupil relative to other similar programs, the level of absences of the students in the programs, the kinds of students served, and the extent to which the objectives of the programs appeared to coincide with the guidelines for Title I programs. Comparisons were made of the gains or losses as reflected in the composite scores with various groups of girls and boys at various grade levels.

Priority ratings were assigned to the programs, both for the regular school year as well as for the summer of 1967, and are shown in the table which follows. Priority 1 programs are those which appear to be the most effective in that they tend to improve the classroom performance and the school adjustment of the students in them. They also appear to reduce absences and to deal with the part of the target school population most likely to drop out of school. In these programs the cost per pupil compares favorably with other programs. The programs listed as Priority 1-B are considered slightly less effective than those in group 1-A. Priority 2 programs appear to have merit, but do not fulfill all of the requirements for effective programs. Priority 3 programs usually have undesirable characteristics.

V. Conclusions

A. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration.

B. Many Title I programs were found to be associated with gains in classroom performance, school adjustment, and decreases in absences on the part of the students in them.

C. The following types of programs were associated with the greatest positive change: pre-kindergarten, enriched primary and secondary summer school, Pupil Personnel Services Teams, reading incentive seminars, special

PRIORITIES* ASSIGNED TO TITLE I PROGRAMS
SUMMER 1967 AND SCHOOL YEAR 1967-68

	SUMMER 1967	Previous Report**
PRIORITY 1-A:		
410	Social Adjustment	1-A
420	Webster Girls' School	1-A
430	STAY Program	1-A
440	Joint Public and Parochial--15-12	2
480	Pupil Personnel Services Teams	1-A
500	Primary Summer School	1-A
560	Special Orientation for 6th Graders	3
PRIORITY 1-B:		
450	JHS College Prep--Gonzaga	2
540	Secondary School Enrichment	1-B
550	Morning Physical Fitness	2
570	Summer Camping	1-A
580	Instrumental Music	1-A
600	Vocational Orientation	1-B
PRIORITY 2:		
460	Summer Scholarships	2
530	Georgetown College Orientation	3
PRIORITY 3:		
470	Summer Occupational Orientation	1-B
520	Theater Workshops	2
610	MSD JHS and Teacher Training Institute	1-A

	SCHOOL YEAR 1967-68
PRIORITY 1-A:	
241	Preschool Children-Parent Orientation
249	Saturday Music Program
261	Webster Girls' School
262	STAY Program
264	Reading Incentive Seminars
281	Urban Service Corps
283	Pupil Personnel Services Teams
285	Widening Horizons, MSD
PRIORITY 1-B:	
244	Expansion of Language Arts
324	Special Aides, "Model" Model
325	Teacher Aides & Assistants, MSD
326	Community School, MSD
328	Cardozo Data Processing, MSD
329	English in Every Classroom, MSD
PRIORITY 2:	
246	Food Services
247	Breakfast Program
284	Future for Jimmy
286	Reading and Speech-Hearing Clinics
321	Instructional Staff, MSD
322	Staff Development, MSD
323	"Model" Model School Staff
PRIORITY 3:	
265	Living Stage
282	Audiovisual Program
327	Cultural Enrichment, MSD

Should be financed from funds for the education of handicapped children:

243	Emotionally Disturbed Children

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*Priority 1-A: Highest in improving both classroom performance in school adjustment, reducing absences, treating proper population, and favorable cost per pupil;
Priority 1-B: Not quite so outstanding but meet all the requirements of 1-A;
Priority 2: Have merit but do not fulfill all the requirements;
Priority 3: Have undesirable characteristics.

**Dailey, J.T., and Neyman, Jr., C.A. "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967", Final report on Contract NS-6837 to the District of Columbia Government. Washington, D.C.: The George Washington University, Education Research Project, March 1968, page 67.

summer classes for social adjustment or orientation, summer camping, and special high schools which directly rehabilitate potential dropouts, like STAY and Webster Girls' School.

D. There was little correlation between estimated program effectiveness and cost on a per-pupil basis. There was also a wide diversity between the types of students in the various programs, not only by sex and grade, but also the evaluations of their classroom teachers as to the classroom performance and the school adjustment of the students in them.

E. Three principal factors associated with the Student Evaluation Form emerged from the factor analyses of the data: School Adjustment, Classroom Performance, and Aggressive Leadership.

F. While intercorrelations between the corresponding items on the pre- and post-test evaluations tended to be rather low (below 0.40), the stability of the composites as judged by the consistent recurrence of the items in them was much greater, and are therefore more appropriate for measuring the effects of Title I programs than any single item would be.

G. Five factors emerged from the factor analyses of the Pupil Personnel Services Teams Evaluation Forms for the various groups of children in their caseload: Home Environment, Social Adjustment, Problems and Motivation, Out-of-School Problems, and Aggressive Behavior, not necessarily in that order of strength.

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FOREWORD

The proposal upon which this contract was based was originally submitted to the District of Columbia Public Schools. However, in order to release District of Columbia Title I funds during the summer of 1967 to supply summer jobs to the youth in the District, agreement was made to conduct the evaluation study through the United States Office of Education.

The work under the contract has been conducted as though the District of Columbia Public Schools was actually the contracting party, rather than the Office of Education, as many parts of the evaluation depended upon the intimate cooperation of The George Washington University evaluation staff and the D.C. Public Schools.

To this contract was added an additional task of investigating the usefulness of data from big cities across the country, such as standardized test information by schools and certain socioeconomic information about the schools, in order to propose procedures for making comparisons not only within the cities themselves but also between similar groups of schools in various cities. The results of this effort are reported separately.

ACKNOWLEDGMENTS

The participation and cooperation of a great many people in the evaluation reported herein are most gratefully acknowledged by the staff of the Education Research Project.

Of foremost importance was the assistance of the numerous classroom teachers and the Pupil Personnel Services Team members in supplying the questionnaire information on which much of this study is based.

We are particularly indebted to Dr. Joseph Carroll, Executive Assistant Superintendent of the District of Columbia Schools, and Dr. Mildred Cooper, his Assistant, and to Mrs. Sandra King-Shaw, Mrs. Sally Schneider, Mrs. Josephina Ordonez, George Taylor, and others of the D.C. Schools Research Staff, for their guidance and assistance in obtaining information necessary for the evaluation.

The cooperation of the directors of various departments of the D.C. Schools and members of their staffs was a major contributing factor to this project.

The help of Dr. John Dailey and the other members of our Advisory Committee in planning and implementing the details of the study is gratefully acknowledged. In addition to Dr. Dailey, this committee included Dr. Philip DuBois, Dr. Warren Findley, Dr. Gordon Mackenzie, and Dr. Dean Whitla.

Interviewing, observation, and data collection as well as writing portions of the report were carried out by Project staff members Mrs. Ann Riordan and Miss Lilian Jokl. Many of the data handling and statistical aspects of the study were performed by Saim Kaptan. The editing and much of the detail of the report preparation were the responsibility of Mrs. Louise Umstott. A great deal of the typing was done by Mrs. Theodora Bromley.

We wish also to thank Mrs. Adda Barrett for her contribution to the evaluation of the instructional teacher aides program.

We are also appreciative of the invaluable assistance of The George Washington University Computer Center and the programming services of Terry Terbush and Robert Hamilton, as well as the efforts of the Department of Automated Information Systems of the D.C. Schools.

PURPOSE OF THE RESEARCH

The purpose of the research was to continue the evaluation of special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10.

The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that could be related to each of the various programs. Answers were sought to the following questions:

...Do students perform better in school because of the expenditure of Title I funds?

...What programs appear to be the most effective in terms of measurable pupil gains?

...What programs and services obtain the most student gain per dollar of Title I funds?

...Do Title I programs prevent dropout?

Chapter 1

BACKGROUND AND INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965 is a program to provide financial aid to schools in low-income areas to make possible many services over and above those the schools normally supply -- services which attempt to compensate for the effects of poverty in a special effort to provide compensatory education to inner-city children.

This report is primarily an evaluation of the Title I programs in the schools of the District of Columbia during the regular school year of 1967-68. It continues and builds upon previous evaluative techniques as described in the first report of this series.*

Also included in this report is the statistical evaluation of the Title I programs conducted during the summer of 1967. Evaluations of these summer programs have been previously reported** based upon non-statistical procedures, but the statistical evaluation was delayed so that the Student Evaluation Forms administered in June 1968 could be used as the post-test to determine whether students who had participated in the summer programs showed any measurable change as a result of the summer programs.

It is extremely difficult to measure the short-term effects of Title I programs by traditional methods of measurement, many of which have been found to be invalid for testing children from disadvantaged cultural backgrounds. Another complication arises from the fact that inner-city families are usually highly mobile, making it difficult to keep children in one program long enough for change to take place. Turnover rates above 50% are not uncommon. The usual control groups or control samples are not available as Title I ostensibly covers all of the poverty areas. In addition, there were a multitude of programs, both official and unofficial, going on all the time in inner-city schools. These included such things as the special programs of the Model School Division as well as tutoring and other special projects by many private organizations, the D.C. Recreation Department, etc. It was impossible as well as impracticable to account for all the influences affecting any one child or groups of children in the target area.

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* "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967"

** "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967"

Because of these considerations, a statistical model was developed whereby the probable performance of a student in any given program can be predicted -- if the student performs better than predicted, then the program is apparently accomplishing favorable results.

The information collected and evaluated in this report shows certain trends which have enabled recommendations to be made with regard to specific programs (particularly when considered in connection with the recommendations of previous reports). These recommendations, considered together with various administrative factors, have been used by the administrative personnel of the D.C. Schools in reaching decisions with regard to continuing, strengthening, revising, or discontinuing individual Title I programs.

It was the decision of the administration that many of the programs would be continued during 1967-68. Ninety-five schools serving areas of highest concentrations of low-income families were selected to receive Title I funds for special programs involving about 66,000 students. This was an increase over the previous year of approximately 16,000 students in 18 additional schools (13 elementary, 4 junior high schools, 1 senior high school).

Data Bank

In carrying out the previous evaluations a considerable amount of information has been accumulated about students in the District of Columbia, particularly those in Title I schools and Title I programs. As described in considerably more detail in previous Title I reports, information has been gathered using the following instruments and tests:

Student Evaluation Form - May 1966
Student Evaluation Form - Summer 1966
Student Evaluation Form - May 1967
Student Evaluation Form - Summer 1967
Pupil Personnel Services Evaluation Form - 1965-66
Pupil Personnel Services Evaluation Form - 1966-67
Model School Division Program Participation List - March 1967
Principal's Questionnaire - 1966-67
Teacher Questionnaire - 1966-67
Teacher Aide Questionnaires - 1966-67
    Principal
    Teacher
    Teacher Aide
Student Questionnaire - 1966-67
Student Interview Form - 1966-67
Themes - 1966-67

Baseline Testing Information - 1966-67
Project Talent Test
Technical and Scholastic Test
Language Facility Test
Metropolitan Achievement Test (MAT)
Sequential Tests of Educational Progress (STEP)
Stanford Achievement Test (SAT)

A master directory has been developed ("Title I Short Master File") containing the identification number, name, sex, date of birth, school, grade, and identification status for all students who have been in Title I schools or projects. This directory contains approximately 90,000 records and will be used in future data processing to ascertain whether or not information for any particular student is in the data bank. This file contains records for many students who are not in Title I schools but who have been in Title I programs, as many of the summer programs were open to students from non-Title I schools. Other non-Title I children have been involved in Title I baseline testing programs. This is a tremendous body of valuable background data that can be used for future research on the growth and development of these children, both in and out of Title I schools.

In addition to the Title I Short Master File there is a Title I Long Master File containing the major part of the information used in the statistical analysis of the 1966 and 1967 Title I programs. Other information is not on tape but is available on the data-gathering instruments or has been punched on cards for use as needed.

Results of Previous Evaluation

The previous reports made recommendations as to the relative priority of the 22 summer and 24 regular school year programs funded wholly or in part by Title I of the Elementary and Secondary Education Act of 1965. This was done after considering both the statistical and non-statistical aspects of each program. The principal statistical evidence of the effect of Title I programs was based upon the change in teachers' evaluations of the performance or attitude of the students in their classes who had been in these programs. As the teachers who made the evaluations were usually not the ones who conducted the programs, the evaluation should be relatively free from this kind of bias. This method of evaluation has proved to be effective.

In general, it was found that the evaluations by teachers showed that, overall, students had changed in a negative direction between May 1966 and May 1967. However, there were a number of Title I programs in which the students had reversed the trend, or changed in the positive direction in teacher evaluations. Other programs had reduced the negative efforts of the general trend. These results are reported in greater detail in previous reports.

This report continues the evaluation of Title I programs using teachers' observations of classroom performance as the evidence of change. The evaluations used as a post-test in 1967 are used as the pre-test in this report.

Summer 1967 Programs

The programs conducted during the summer of 1967 are described in detail in the report entitled "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967". However, because of the fact that it was desired to use the teacher evaluations for June 1967 as the pre-test and the evaluation of June 1968 as the post-test, it was not possible to include in that report anything more than the non-statistical evaluation of these programs. The non-statistical aspects included discussion of the summer programs with administrative personnel, site visits to the program activities, and information about the programs and their operation from administrators, teachers, and students, obtained from interviews, questionnaires, and other sources.

Recommendations with regard to continuation or modification of the summer Title I programs are included as part of the present report.

Chapter 2

PROCEDURE

Evaluation System

Assessing the short-term effects of a single Title I program is very difficult indeed, because so many out-of-school as well as in-school influences affect each student. To do so successfully requires longitudinal follow-up studies with large numbers of cases and with statistical control of the many interactions among the factors involved in the performance of the students. It was necessary to be able to measure as accurately as possible how each kind of treatment affected student performance. A statistical model was designed through which this relationship could be shown. The rationale for the development and use of the statistical model is described in Chapter 2 of the previous report in this series, "Evaluation of ESEA Title I Programs for the District of Columbia, 1967 and 1968." From the statistical equation it was possible to predict the most probable performance of students in any given program. If the program had no effect, then students would behave as predicted; if a new program tended to cause favorable changes, then the students in it would perform better than predicted.

The evaluative system developed depends upon the ability to retain data in a data bank in such a manner that they are available for the analysis of programs and other aspects of school performance whenever desired. This required the development of a system for the identification of students in the various Title I schools and programs as well as in the baseline samples. This data bank now covers approximately 90,000 students and extends over the last three years.

The basic ingredients of the system are the systematic evaluations of students' achievement, behavior, and attitudes by their classroom teachers on an annual basis, combined with various measures of student performance as provided by routine testing supplemented by special tests in the Title I areas. Teachers have rated their students on a large number of the aspects of their achievement, behavior, and attitudes, such as school performance and motivation, emotional maturity, cooperativeness, aggressiveness, leadership, effect of home environment on school performance, etc. The evaluative system also depends upon information about the membership of students in the various Title I schools and programs. These data were available from rosters and other sources, and were placed in the data bank by means of each student's identification number. This number facilitates the process of inserting data into and abstracting information from the data bank. Much of the data collected were non-statistical; however, the interpretation of the statistics depends upon the non-statistical information.

Non-Statistical Information

An extensive amount of non-statistical descriptive information has been collected by the evaluation staff. This involved visits to the programs to observe them in operation, as well as conferences with program administrators, program directors, principals, and teachers, and occasionally with students in the programs. In addition, numerous conferences were held with the Associate Superintendent for Planning, Innovation, and Research, his assistant, and their staff, to discuss various aspects of the administration of the programs, the policies concerned therewith, data collection and evaluation, and other aspects of the many Title I programs. Members of the evaluation staff also attended Title I advisory meetings to discuss research plans, procedures, and findings.

Other sources of non-statistical information available to the evaluation staff were data-gathering instruments which had write-in questions that had not been coded. Such things as student comments, teacher comments, and other write-in answers assisted in gaining insight into the operation of the programs.

Also available were interim and final reports of various Title I programs submitted to their respective program coordinators.

Statistical Information

1. Student Evaluation Form (SEF)

This form is by far the most important of the data-gathering instruments in the evaluation of Title I programs, as it is the one filled out by the largest number of persons in the D.C. School System. It consists essentially of 18 questions which have remained the same since the form was first put into use. Following these 18 questions, other kinds of information have been asked on various editions of the form, but these have been descriptive in nature for the most part. A copy of the form is attached in Appendix D. SEF's have been obtained not only from the regular classroom teachers but also from the summer school teachers when appropriate. The analysis based on this form will be found in Chapter 6.

2. Pupil Personnel Services Teams Evaluation Form (PPF)

This form has also been used for each year of the evaluation of Title I programs. It is filled out by the Pupil Personnel Team members, both regular and clinical, to assist in evaluating the various aspects of identified students. Many of the items in the PPF are the same as items in the SEF, in order to gather equivalent information on the same student from a different point of view. It was hoped that the two evaluation forms together might assist in knowing better those students who were having difficulties, and enable the development of a better picture of the kind of students who were being assisted by the Pupil Personnel Teams. Further discussion of the D.C. Schools will be found in Chapter 8, Part A. A copy of the form is attached in Appendix D.

3. Instrument for Identifying Potential School Dropouts (IDF)

The purpose of this form is to try to identify those students who had the greatest dropout potential and therefore the greatest need for priority in attention by the Pupil Personnel Teams. The form, originally used in February of 1966 as a means of concentrating the efforts of Title I programs on potential dropouts, was again filled in for all students in Title I schools during the 1967-68 school year. This form was the responsibility of the principal of each school. In addition to filling in the responses to the questions it contained the principal was also asked to indicate on the form whether he thought the student should be an "identified" student. This was generally indicated by putting a "I" in the upper right corner of the form.

An analysis of the use of this form will be found in Chapter 8, Part A, and a copy of the yellow and green versions of the form are attached in Appendix D.

4. Teacher Aide Questionnaires

These questionnaires were filled in by teachers, teacher aides, and principals in those schools which employed classroom instructional aides. These questionnaires were anonymous in nature and were used as part of a larger study of instructional aides in the District of Columbia and the surrounding counties, under the sponsorship of the National Education Association. Details of this study are reported in Chapter 8, Part B.

5. Standardized Tests

Standardized tests were given by the Pupil Personnel Services Department in connection with the regular scheduled testing program. These tests, while not administered specifically for the evaluation of the Title I programs, were available for such use. The testing program during the 1967-68 school year included the following:

Grade 2	April-May 1968	Metropolitan Achievement Test (MAT)
Grade 4	March 1968	STEP - SCAT
Grade 6	March 1968	STEP - SCAT
Grade 8	January 1968	Differential Aptitude Test (DAT)
Grade 9	March 1968	STEP - SCAT
Grade 11	March 1968	STEP - SCAT

Basis for the Analysis

1. Master Analysis Tape

The primary analysis of Title I programs depends upon the data placed in the Master Analysis File. Briefly, this computer tape consists essentially of information from the teacher evaluations (Student Evaluation Forms) in May 1967 as a pre-test; a separate set of teacher evaluations (SEF) of the same students in May 1968 as a post-test; an indicator showing the programs in which each student had participated both in the summer of 1967 and the regular school year; and certain other information such as school, grade, date of birth, and identified student status. A more detailed description of this computer tape as well as reports of the statistical findings of the evaluation will be found in Chapter 6 and Appendix A of this report.

While there were close to 70,000 students in the Title I schools in 1967-68, the matched records on which the analysis is based was approximately 25,000. The figures below show the successive decrement in total numbers:

Total Title I students - October 1967	69,858
Total, after subtracting parochial school students	65,966
SEF's received - June 1968	59,500
1968 SEF's on the Master Analysis Tape	51,760
1967 SEF's	49,927
Matched 1967 and 1968 SEF's	25,003

There are several reasons for the low number of matched cases - the matched sample accounts for only about 38% of the total number of cases in the target schools. None of the students in the 18 schools added to the target area in 1967-68 would have SEF's for 1967. In addition, no SEF's were filled out by vocational schools in 1967. The 16,000 students in the new target schools, plus the 3,000 in the vocational schools, reduces the number of matched cases possible. Another reason for lack of match was that when the computer was programmed to find the number corresponding to a student's name, date of birth, and sex from the data bank, it failed to find many of them because of differences in the spelling of names, date of birth, or in the sex indicated, or even because of the omission of any one of these. When no match was found a new number was assigned to this student.

This matched tape was used to obtain the changes in the students in the various Title I programs as evaluated by classroom teachers, discussed in Chapter 6 of this report.

2. Statistical Analysis of 1968 Student Evaluation Forms

Many students had only one of the SEF's needed to obtain a matched case, so were not included in the Master Analysis Tape. In order to obtain an evaluation of the students on which only a 1968 SEF was available, the forms themselves were used to obtain distributions for various groups of students. These are discussed in Chapters 6 and 8 and the tabulations are included in Appendix A of this report.

3. Statistical Analysis of 1968 Pupil Personnel Services Teams Evaluation Forms

It was planned to analyze separately the information obtained from the PPF as this body of data would be available for the study before the Master Analysis Tape. Two types of analyses were obtained -- one to determine as far as possible whether there were differences between the types of students identified as potential dropouts, and the other to measure the effects of the various types of intervention or treatment given by the Teams. The responses to the questions were also used to describe the population in the Teams' caseload.

These are reported in Chapter 8 and the tabulations are included in Appendix B of this report.

4. Other

In addition to the statistical analysis, descriptive information was obtained from the various forms used in the study, particularly the remarks and write-in responses on the Student Evaluation Form and the Pupil Personnel Teams Evaluation Form for specific programs, groups of children, grades, schools, and other aspects of the target area. This has been an important source of information in describing the programs and interpreting the data.

Chapter 3

THE TARGET AREA

A. Designation of Title I Schools

In school year 1966-67 there were 66 public schools and 11 non-public schools in the District of Columbia designated as target-area schools to receive Title I funds. The basis upon which these schools were designated was described in last year's evaluation report.* This designation depended, primarily, upon the placing of the public elementary schools of the District of Columbia in inverse rank order considering the following points:

1. Median family income, based on the 1960 census tract in which the school was located, adjusted for the public housing factor**

2. Median years of school completed by the adult population, based on the 1960 census tract in which the school was located

3. STEP reading test scores, Grade 4 (March 1966)

4. Stanford Achievement Test (SAT) reading test scores, Grade 6 (March 1966).

These factors were weighted** and a composite rank order obtained, with the lowest achieving schools at the top of the list. The secondary schools were chosen that had the greatest number of Title I elementary schools feeding into them. It was impossible to make a perfect match in all cases since some of the Title I elementary schools did not feed into Title I secondary schools nor did all of the students feeding into Title I secondary schools come from Title I elementary schools.

Because of the fact that several schools not originally chosen as Title I schools served inner-city populations of the same socio-economic level as many of the 1966-67 target schools, 18 more schools were added to the Title I group (13 elementary, 4 junior high, and 1 senior high school) during 1967-68. These tabulate as follows:

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* "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967," Chapter 2, page 2-2.

** _Ibid_.

Type of School	Title I Schools 1966-67	Title I Schools 1967-68
Public elementary schools	49	62
Public junior high schools	9	13
Public senior high schools	3	4
Public vocational high schools	5	5
	66	84
Non-public schools (grades 1-8)	11	11
	77	95

The names of the schools in this year's target area are shown in Table 3-1, together with their enrollment as of October 1967 and the number of identified students in each school. The table also shows those schools which were added to the program during this school year.

B. Identification of Potential Dropouts

One of the primary means of concentrating the efforts of Title I programs was through the concept of the "identified" student. This implied that the identified student was a potential dropout. The original list of identified students was made up in February 1966 and this list was used until October 1967, when students were again screened for potential dropouts for the period of this evaluation. During the interval, no formal consideration had been given to the new students entering Title I schools (kindergarten and first grade) or transferring from other schools. The October 1967 screening also included the students in the schools newly added to the Title I list.

It had been suggested by the evaluation team that a quota be assigned to each school, based upon its percentage of identified students during the previous year and modified by the average or median income of the families served by the schools. New schools added to the list would be given quotas based upon those of similar schools on the Composite Rank Order List. For various reasons this suggestion was not used, and principals designated those students in their schools that they thought needed remedial programs. The form used for the identification of potential dropouts was revised before being distributed again to the target-area schools. As before, there were two different forms - a yellow one for students in grades K through 3 and a green one for students in grades 4 through 11. This was a slight change, as the previous yellow one had been used for only those children in kindergarten through grade 2. As shown in Table 3-1, a total of 26,648 students in these 95 schools were identified.

One of the primary purposes of identifying potential dropouts was to supply the caseload for the Pupil Personnel Services Teams. Table 3-2 shows the distribution of boys and girls by grade level in this caseload. These data were obtained from the evaluation forms turned in by the Pupil Personnel Services Teams at the end of the 1967-68 school year.

Table 3-1

TITLE I TARGET SCHOOLS -- 1967-68

ENROLLMENT AND NUMBER OF IDENTIFIED STUDENTS

	Enrollment	Identified
Public Elementary		
Aiton	1,077	250
*Amidon	617	222
Birney	1,138	733
Blair	225	83
Blow	201	42
*Bowen	609	238
Brent	223	72
Bryan	857	338
Buchanan	678	352
Bundy (M)	363	347
Burrville	561	340
Cleveland (M)	574	428
Cook, J.F.	592	52
*Crummel & Annex	469	259
*Draper	1,371	184
*Drew	994	111
Eckington	265	121
Edmonds	266	172
Emery	673	292
Garrison (M)	1,042	320
Giddings	475	262
Goding	973	153
Grimke (M)	705	232
Harrison (M)	669	254
Hayes	211	68
*Houston	903	367
Kenilworth	965	381
Langston	279	66
*Lenox	443	205
Lenox Annex	101	98
Lewis	719	175
Logan	782	423
Lovejoy	622	342
Ludlow	203	59
Madison	278	128
*Meyer (M)	1,234	749
Miner	962	728
*Monroe (M)	623	336
Montgomery (M)	620	388
Morse (M)	234	227
*Mott	765	234
Nichols Avenue	743	230
Park View (M)	979	214
Perry	372	252
Pierce	264	94
*Richardson	1,041	99
Seaton	333	105
*Shadd	866	166
Simmons	676	618
Slater	225	65
Smothers	634	135
Syphax	788	205
Taylor	261	87
Thomas	972	457
Thomson	561	184
*Turner	926	552
Tyler	793	130
Van Ness	893	630
Walker-Jones	687	273
Watkins	1,302	203
Wheatley	899	174
Wilson, J.O.	879	207
TOTAL (ELEMENTARY)	40,655	16,001
Public Junior High		
Banneker (M)	851	477
*Douglass	1,267	683
Eliot	1,252	622
*Evans	910	643
Garnet-Patterson (M)	807	423
Hine	1,042	369
Langley	1,182	435
*Miller	1,111	487
Randall	998	236
*Roper	1,341	644
Shaw (M)	1,285	801
Stuart	923	492
Terrell	1,035	526
TOTAL (JUNIOR HIGH)	14,004	6,838

*Schools added to Title I in 1967-68

Table 3-1 (Continued)

	Enroll-ment	Iden-tified
Public Senior High		
Cardozo (M)	1,688	426
Dunbar	1,355	127
Eastern	2,539	563
*Spingarn	1,721	281
TOTAL (SENIOR HIGH)	7,303	1,397
Public Vocational		
Bell	453	20
Burdick	540	125
Chamberlain	554	8
Phelps	753	143
Martha Washington	599	36
TOTAL (VOCATIONAL)	2,899	332
Special		
STAY Program	950	950
Webster School for Girls	155	155
TOTAL (SPECIAL)	1,105	1,105

	Enroll-ment	Iden-tified
Parochial		
Holy Comforter	557	73
Holy Name	502	36
Holy Redeemer	305	62
Immaculate Conception	89	26
Our Lady of Perpetual Help	400	176
Sacred Heart	312	26
St. Benedict	343	83
St. Martin's	380	214
St. Paul and St. Augustine	354	94
St. Peters	303	97
St. Theresa	347	88
TOTAL (PAROCHIAL)	3,892	975
GRAND TOTAL	69,858	26,648

*Schools added to Title I in 1967-68

Table 3-2

DISTRIBUTION OF IDENTIFIED BOYS AND GIRLS BY GRADE LEVEL

	Boys		Girls		Total	
Grade	N	%	N	%	N	%
11	138	2.0	151	3.0	289	2.4
10	183	2.7	212	4.2	395	3.3
9	285	4.2	250	4.9	535	4.5
8	403	5.9	381	7.5	784	6.6
7	362	5.3	340	6.7	702	5.9
6	967	14.2	696	13.8	1663	14.0
5	973	14.3	671	13.2	1644	13.8
4	943	13.8	593	11.6	1536	12.9
3	846	12.4	575	11.3	1421	11.9
2	798	11.7	571	11.2	1369	11.5
1	923	13.5	648	12.6	1571	13.2
Total	6824	100.0	5088	100.0	11,909	100.0
Combined		57.3		42.7		100.0

It will be noted that Table 3-2 shows a total of only approximately 12,000 out of a total of 26,648 identified students in the target area. This is due to several reasons. In the first place, many students did not stay in the schools in which they were evaluated but moved to other areas. It was also found that some of the identified students really did not need assistance even though they had been identified by their principal. The 12,000 boys and girls probably constituted a reasonable work load for the Pupil Personnel Services Teams at their caseload level during the 1967-68 school year.

A further description of the analysis of these data obtained from the Pupil Personnel Services Teams is contained in Chapter 8 entitled "Special Studies."

Chapter 4

PROGRAM DESCRIPTIONS

This chapter contains brief descriptions of the various Title I programs conducted during the regular school year of 1967-68 and financed under the Elementary and Secondary Education Act of 1965 as amended. These descriptions are included in this report so that interested persons may obtain a general idea of the nature of the programs. For more detailed information, the final reports from the project directors to their respective coordinators should be consulted. The descriptions which follow were obtained from the proposal submitted to the Board of Education of the District of Columbia in the request for funds, from observation of the programs, and from conferences and interviews with the program coordinators, administrators and with the staff of the Associate Superintendent for the Division of Long Range Planning, Innovation, and Research of the D.C. Public Schools.

The figures shown for the cost of the programs are budgeted amounts and do not reflect expended amounts, which were not available at the time this report was written. Many programs could not function without support from the operating funds of the D.C. Schools and in some cases without financial assistance from other sources such as private foundations and institutions. Other programs depend greatly upon voluntary participation of private individuals with or without partial reimbursement for their expenses. To attempt to separate or account for these contributions would be extremely difficult. However, these contributions to the success of the programs should be acknowledged. It should also be noted that the figures given for enrollment in the programs are the best estimates available of the number of students affected by the programs and therefore differ somewhat from the number of students who successfully completed a particular program.

Every effort was made to keep to a minimum the clerical load on operating school personnel in obtaining the data needed to evaluate these Title I programs. A strict accounting of attendance and membership in Title I programs was not requested where it was even remotely possible to obtain this sort of information by other means. One example was in the evaluation of Teacher Aide Programs -- records could have been kept of the number of hours the aide worked with each student, but because of the clerical work involved, dependence was placed upon the item in the Student Evaluation Form where the teacher indicated how much time each individual student spent on the average with a teacher aide in the room. Data were abstracted from this item to determine the effect of the presence of teacher aides on student classroom performance.

Evaluations of these programs will be found in subsequent chapters.

#241

PRESCHOOL CHILDREN-PARENT ORIENTATION
(Saturday Morning Program)

DESCRIPTION AND OBJECTIVES

The purpose of this program was to instill a positive attitude toward school in preschool children. The program was based on the theory that once a positive attitude toward school has been developed, the child's chances of completing his education are greatly increased. The Preschool Children-Parent Orientation Program was conducted on Saturday mornings for twenty weeks. In order to attend, the child had to be accompanied by one or both parents. Parental participation was compulsory because it was felt to be a vital element in the fostering of a positive school attitude in the children, at an age when their attitudes are for the most part formed by the adult members of their family.

The parents were acquainted in detail with school activities, and were taught various arts and crafts projects for their children, as well as methods of working and playing with them. Psychologists and education specialists spoke to the parents about child development, and movies dealing with child rearing and education were shown. The children sang songs, painted, were read to, saw movies, had free play periods, and participated in a number of other activities. Time was allotted for parents and children to work and take part in activities together. Also, parents, children, and teachers took trips together to such places as the zoo, the airport, Storybook Land, the Natural History Museum, the Navy Yard, Enchanted Forest, the Pentagon, and Arlington National Cemetery. Walking tours of the community were taken, including visits to the police station, the firehouse, and other community organizations; buses were provided for transportation when the distance was too far to walk. On a number of special occasions a few of the Saturday Morning classes combined for an activity such as an Easter egg roll at Rock Creek Park, and a party at the end of the year.

The objectives of the program were:

1. To provide a positive initial school experience for preschool children

2. To involve the parents in the school program, to promote a more education-oriented home atmosphere for the students

3. To educate the parents in child development and child rearing.

STAFF

The staff consisted of 1 director, 68 teachers, 34 teacher aides, and 10 volunteers.

PARTICIPANTS

Four hundred fifty children, and their parents, participated in the program. The participants came from the neighborhoods of the elementary schools in which the programs were conducted: Aiton, Birney, Bryan, Eckington, Emery, Goding, Houston, Kenilworth, Lewis, Mott, Miner, Syphax, Thomas, Tyler, Watkins, and J. O. Wilson.

BUDGET AND COST PER PUPIL

Budget allotment:	$55,523
Cost per pupil:	$123

#242, #245, #248
#263, #324, #325

TEACHER AIDES

#242 Reading, Mathematics, and Classroom Assistance
#245 Teacher Assistant Training Program
#248 Teacher Aides
#263 Teacher Aides and Teacher Assistants
#324 Special Aides, "Model" Model Schools
#325 Teacher Aides and Assistants, MSD

There were six Teacher Aide programs in the District of Columbia Title I schools in 1967-68. The general purpose of all Teacher Aide Programs was to relieve the teacher of a portion of her duties so that she could spend more time working with the students in her class. Although each of the six programs was conceived to serve this general purpose, slight variations existed among them. They will therefore be described individually below:

Elementary School Teacher Aide Programs

Reading, Mathematics, and Classroom Assistance

The main objective of this program was to provide remedial help in reading and mathematics to those students who needed it. It was felt that this help could be given the children by the teacher, if she had a teacher aide to perform some of her non-teaching duties. Fifty teacher aides were hired for this program, for the following Title I elementary schools: Aiton, Blair, Bryan, Burrville, Draper, Drew, Eckington, Edmonds, Goding, Hayes, Kenilworth, Lenox Annex, Ludlow, Miner, Mott, Nichols Avenue, Perry, Thomas, Thomson, Tyler, Walker-Jones, and J. O. Wilson.

Budget allotment:	$274,929
Cost per pupil:	$19

Teacher Assistant Training Program

This program was designed to provide teacher aides with training while on the job. The aides were given instruction in job skills mainly of a clerical nature, so that they could become more proficient in relieving the teacher of her non-teaching duties. The 70 teacher aides hired under this program were divided among the following Title I elementary schools: Blow, Brent, Bryan, Burrville, Edmonds, Emery, Giddings, Hayes, Lenox, Logan, Lovejoy, Madison, Miner, Pierce, Seaton, Slater, Taylor, and Thomson.

Budget allotment:	$291,050
Cost per pupil:	$36

Teacher Aides (Elementary)

This was a general teacher aide program involving all the Title I elementary schools. The aides were hired mainly to perform non-clerical duties, such as record keeping, attendance taking, money collection, lunchroom and playground patrolling, etc. They also helped in the initiation of new programs conducted in the schools. Most of the teacher aides were either parents of children attending the school or members of the community. Thus, indirectly, the program also provided for parental and community involvement in school activities.

Budget allotment: $458,853
Cost per pupil: $135

Secondary School Teacher Aide Program

Teacher Aides and Teacher Assistants

This program was a general teacher aide service for all Title I secondary schools. Fifty-five GS-4 and GS-2 teacher aides and assistants were provided to perform general non-teaching functions in the schools.

Budget allotment: $227,711
Cost per pupil: $14

Model School Teacher Aide Program

Special Aides, "Model" Model Schools

The teacher aides in this program were for the most part trained in a specific skill so that, rather than working as general classroom aides, they worked as overall school aides, performing such functions as assisting in the library, assisting counselors and guidance personnel, and assisting in the office. This program took place at Harrison, Garrison, Montgomery, and Morse schools.

Budget allotment: $49,890
Cost per pupil: $19

Teacher Aides and Assistants

The Model School Division Teacher Aide Program (TAP) was first initiated in 1965. A great deal of study and effort has been given this program over the years, for the purpose of improving and enhancing the role played by the teacher aide in the school.

This program included:

1. A teacher aide training program, given before the start of the school year

2. Practical experience on a work-study basis

3. In-service training and workshops

4. Job-counseling follow-up

The program provided 70 teacher aides who were assigned throughout all Title I schools in the Model School Division.

Budget allotment:	$370,138
Cost per pupil:	$33

#243

EMOTIONALLY DISTURBED CHILDREN

(Episcopal Center)

DESCRIPTION AND OBJECTIVES

The Emotionally Disturbed Children Program is a demonstration and research project for primary school children. The focus of the project is on a therapeutic school and activity program for emotionally disturbed children in order to enable them to re-enter regular school. Also, procedures were developed for use in the regular school system for handling these children. It is a day school program conducted at the Episcopal Center for Children.

Thirty-seven boys with identified emotional problems were selected from schools located in Title I areas of the city for participation in this program. For each one, a control child was selected and matched on the basis of age, intelligence, achievement, socio-economic factors, and type or severity of disturbance. The control children were left in the regular school and were to receive no special treatment. Their records were checked continuously for change.

The boys in the special program were placed in small classes with four or five students to a teacher. Each boy was given work at his level and given only as much as he could handle without becoming upset at failure. Counselors (many of them male graduate college students) worked closely with the classroom teacher. If for any reason a student became disruptive in class, he was taken out of the room by a counselor, who talked and worked with him until the boy was sufficiently calm to return to class. At first, class periods were quite short and then were increased in length as the boys developed longer attention spans and better self-discipline.

Many activities were provided for the boys to augment their classroom experiences. There was an attractive library available to them from which they were encouraged to borrow books to take home. A music teacher taught them folk songs, rhythm, and dances. There was a workshop available for crafts. The grounds of the Center were open to the boys and the play areas were extensive. Relationships between the boys and the counselors were strengthened on the playground; contact with men as well as other boys was a basic part of the program.

Most parents were involved in sessions of various types, sometimes group centered, sometimes purely social. The rationale for the parent involvement was that the ability of these students to function properly depended greatly on the atmosphere of the home. By involving the parents in the activities and by having parent-directed therapy, the staff felt that the boys would have a better chance of maintaining emotional stability. It was felt that by better understanding the child in the school, the parents would also better understand his brothers and sisters.

There were five primary objectives which the staff of this project hoped would be accomplished:

1. Experimentation with imaginative teaching methods for resistant hostile children

2. Experimentation with flexible grouping methods that are suitable for public school situations

3. Experimentation with methods of working with families of such children and the effectiveness of such work on the child

4. Emphasis on the importance of early awareness of emotional problems in children

5. Developing an ongoing program for personnel who work with emotionally disturbed children

This is the second year of the demonstration project. Early evaluation has indicated that this program has been successful for early elementary children who are seriously maladjusted.

The design of this project is such that, at a future time, this type of program could be totally integrated into the public schools.

STAFF

The program was directed by the principal of Sharpe Health School and the director of the Episcopal Center for Children. The Center itself has had a resident program for emotionally disturbed boys, and has been providing in-service training for workers with emotionally disturbed children. In addition to the two directors, there were four teachers, four counselors, two social workers, and one clinical psychologist. All the teachers were women and were selected primarily for their ability to work with this type of children. All the counselors were men and were selected for the same reason. All eight of them had had training and experience in education.

The evaluation of the entire program in detail is under the supervision of Dr. Richard Kolm, Research Director, Department of Social Work, The Catholic University.

PARTICIPANTS

There were 37 boys from the primary grades enrolled in the program. Each boy had shown definite signs of mental or emotional disturbance. Students with any evidence of primary mental retardation or psychosis were not selected. For each of the 37 boys in the Center (experimental group), there were 37 in regular schools (control group).

BUDGET AND COST PER PUPIL

Budget allotment:	$116,164
Cost per pupil:	$3140

#244

EXPANSION OF LANGUAGE ARTS PROGRAM

DESCRIPTION AND OBJECTIVES

The purpose of the Language Arts Program was to teach standard English and other communication skills to inner-city children. These children tend to speak an urban dialect which deviates from the standard norm. The expansion of the program added seven schools to those already participating in the Language Arts Program which began in 1964.

The program included children from kindergarten through grade three. Specially trained Language Arts teachers came into the classrooms and worked with the children in order to develop their oral and written language facility. Methods such as story telling, role playing, and tape recording of voices were used.

Objectives of the program were:

1. To develop a Language Arts program that would meet the specific needs of the children.
2. To create an environment conducive to the learning and retention of standard English.
3. To foster a feeling of interest and involvement on the part of the parents as well as the children concerning the language arts and their importance.
4. To make the improvement of Language Arts skills an ongoing process which would be continuously growing and expanding.
5. To develop effective teaching techniques and a new curriculum geared to the needs of these children.

STAFF

The staff consisted of eight specially trained Language Arts teachers, one for each of the schools in the program.

PARTICIPANTS

There were 4321 elementary school children from Amidon, Bowen, Logan, Syphax, Watkins, Wheatley, and J.O. Wilson, ranging from kindergarten through the third grade, who participated in this program.

BUDGET AND COST PER PUPIL

Budget allotment:	$62,722
Cost per pupil:	$15

#246

FOOD SERVICES

DESCRIPTION AND OBJECTIVES

The Food Services Program provided breakfast, consisting of fruit juice, milk, and cereal, to students in Title I schools who were not getting adequate breakfasts at home. The main objective of this program was to furnish the children with the proper nutrition to enable maximum functioning of body and mind.

This program differed from the Breakfast Program (#247) in that it provided breakfast to any Title I students who qualified for free lunch, whereas the Breakfast Program included a physical education period and a shower as well as a nutritious breakfast for selected students.

STAFF

The staff consisted of one Program Specialist, one Assistant Food Coordinator, and 45 part-time helpers.

PARTICIPANTS

All Title I elementary school students who qualified for free lunch were included in the Food Services Program.

BUDGET AND COST PER PUPIL:

Budget allotment:	$278,438
Cost per pupil:	$21

BREAKFAST PROGRAM

DESCRIPTION AND OBJECTIVES

The Breakfast Program was designed to prevent dropouts by providing an early morning physical education program and a good breakfast to students who had displayed a lack of interest in school, poor performance, and poor attendance. It was hoped this program would serve to change the image of school, and encourage rather than force these young people to attend regularly and pursue their school work seriously.

The original project was conducted at Perry and Bundy Elementary Schools. Its initial success led to its being extended to other schools throughout the city. In 1967-68, students from fifteen elementary schools attended the program at four centers: Eliot, Randall, Stuart, and Terrell Junior High Schools. Each of these junior high schools also had a group in this program. Girls participated in the program only at Stuart Junior High School. Students came to the center nearest their home. The program started each day at 6:45 a.m.

The coordinators of the program were staff members of the Physical Education Department. The emphasis was on physical fitness, not record breaking, with such diversified activities as tumbling, weight lifting, and basketball. The group was divided into four sections, with each group spending about ten minutes at a given activity.

At the end of the physical workout, students had a supervised shower period, with attention given to the importance of daily bathing and cleanliness. Then came breakfast, which many of these students did not usually receive at home, after which the students were escorted back to their schools.

STAFF

In addition to a supervising director, the staff consisted of 24 teachers and 24 teacher aides.

PARTICIPANTS

There were 961 students who participated in the program from the following schools: Blow, Bundy, Gibbs, Giddings, Goding, Lennox Annex, Logan, Lovejoy, Miner, Payne, Perry, Simmons, Syphax, Van Ness, Walker-Jones, Eliot JHS, Randall JHS, Stuart JHS, and Terrell JHS. Generally, the selection of the participants was under the control of the principal of the participating school and consisted of the students in his school who were called to his attention through the teachers, Pupil Personnel Teams or social workers, as the ones whose performance in school would be improved by this program.

BUDGET AND COST PER PUPIL

Budget allotment:	$243,245
Cost per pupil:	$253

#249

SATURDAY MUSIC PROGRAM

DESCRIPTION AND OBJECTIVES

The Saturday Music Program was organized as a result of the Summer Music Camp which was conducted in 1966 for 100 boys and girls from elementary schools in the District of Columbia. These children lived for six weeks in a resident camp in the Washington area. The program offered each student individual and concentrated instruction in music, as well as camp activities. Student and parent reaction to this music camp program was so enthusiastic that Saturday classes in musical instruction were organized for the school year 1966-67 and continued in 1967-68.

The musical part of the camp program had been staffed by instructors from the Catholic University School of Music. Catholic University staff also conducted the Saturday classes.

In 1967-68, 126 children attended Saturday classes for 30 weeks at the Catholic University. This was a voluntary program and children with interest and musical aptitude were recommended by principals, teachers, and counselors. Most of the instruction was conducted in group classes. Instructors worked separately with the string section and the wind section and then the group played together as an orchestra. The group also gave several concerts during the year.

STAFF

The staff, with the exception of two music teachers from the District of Columbia, were instructors from the Music Department of the Catholic University.

PARTICIPANTS

One hundred twenty-six 5th- and 6th-grade children participated in the Saturday Music Program. Children attended from the following schools: Birney, Bundy, Burrville, Garrison, Goding, Grimke, Kenilworth, Logan, Lovejoy, Miner, Park View, Perry, Seaton, Thomson, Tyler, and J. O. Wilson.

BUDGET AND COST PER PUPIL

Budget allotment:	$23,500
Cost per pupil:	$187

WEBSTER GIRLS' SCHOOL

DESCRIPTION AND OBJECTIVES

The Webster Girls' Junior-Senior High School offers to school-age pregnant girls a program of coordinated educational, health, and social welfare services. The school attempts to reduce the number of dropouts due to pregnancy and to produce attitudinal and behavioral changes which will reduce the incidence of recidivism.

Webster School, one of a few of its kind in the United States, began as an experimental program in the fall of 1963, financed by a grant from the Children's Bureau of the Department of Health, Education, and Welfare. This grant expired in 1966, and the program was then funded under Title I of the Elementary and Secondary Education Act of 1965. Girls attend this school from the time they are required to leave the regular school until at least six weeks following delivery of the child -- a period of four to six months. The number of girls admitted to the school is limited by the amount of funds, staff, and space available.

The primary objectives of this program are:

1. To help the girls keep up in the required school curriculum while awaiting the birth of the child
2. To provide visiting teachers for home instruction when the girls cannot attend school because of illness
3. To provide prenatal care and instruction
4. To provide psychological help when necessary
5. To provide social service help to the girls and their parents.

In 1967-68, academic classes ranged in size from three to thirty students. Most of them took four major subjects in the areas of English, business education, home economics, mathematics, science, the social sciences, and Spanish. Sessions were conducted in "family living", designed to orient the students in the ways of families, past and present, and to point out some values of family solidarity.

The one visiting teacher assigned to the Webster School was able to maintain a caseload of only nine students at one time. A few senior girls were assigned to other visiting instructors from the Urban Service Corps or Sharpe Health when possible. A total of 52 Webster girls received home instruction during the year.

The services of a guidance counselor were added to the program in 1967-68 in order to facilitate and promote continuity in the students' developmental process. The girls are shown how many of their personal, social, educational, and vocational goals can be attained despite unexpected setbacks.

The school nurse was assisted in her duties of interviewing, counseling, and teaching by a public health nurse, who was assigned half-time to Webster School. Students were interviewed by the school nurse on admission to Webster. A health record was then opened for each girl and screening was done. Complications and defects were referred to the appropriate clinics. Students who had not been attending public health clinics were sent to the Gales Maternity Clinic where a doctor and public health nurse participated in the weekly clinic for Webster girls. Birth control and family planning were discussed at the clinic and a program for parents was presented in one of the series of evening meetings. A movie, "Nine Months to Get Ready," was shown and followed up with a question-and-answer period. Two Health Department nutritionists were assigned to Webster for a full day of teaching and consultations.

It was the opinion of the social worker that new ways must be found to actively involve the parents in the rehabilitative process of the girls. It was found that many girls appeared to have very unsatisfactory home situations and lacked communication with their parents.

In an informal preference survey, the Webster School was ranked as "first priority" of Title I programs by 85% of the school personnel contacted and by 63% of the community people contacted. The program was selected as one of 50 outstanding ESEA Title I programs for 1967-68 throughout the United States.

STAFF

Full-time staff consisted of:

7 classroom teachers
1 visiting teacher
1 guidance counselor
1 nurse
1 assistant principal
1 secretary

PARTICIPANTS

Many more girls apply to Webster School than can be admitted due to the limitations of funds, space, and staff. The following statistics for 1967-68 show the picture of enrollment:

Referred: 858

Enrolled: 372 (Junior High School 143
(Senior High School 229

Transferred: 149

Dropped: 53
Graduated: 47 (9th grade 25
(12th grade 22

Deliveries: 217

To be transferred to regular school in September 1968: 79

Expected to re-enter Webster in September 1968: 44

This program served girls from the 7th grade through the 12th grade. Priority for selection in the program was made on the following criteria:

1. Girls who were under 16 years old and who were in the early stages of pregnancy
2. Girls who were near to graduation from either junior or senior high school
3. Girls who were under 16
4. Girls who were 16 or over and in the early stages of pregnancy.

BUDGET AND COST PER PUPIL

There were 356 girls enrolled in 1967-68. This enrollment varied throughout the school year as girls returned to the regular school and another girl was admitted to the program.

Budget allotment:	$118,556
Cost per pupil:	$333

#262

STAY PROGRAM

(School To Aid Youth)

DESCRIPTION AND OBJECTIVES

STAY Program is an afternoon and evening high school program which offers an opportunity for high school dropouts to complete their education and obtain a high school diploma. Any student between the ages of 16 and 21 who has completed the eighth grade and has a recommendation from a previous school may attend.

Classes are held five nights a week from 3:45 to 9:45 p.m. This schedule permits many students to work during the day or to carry out responsibilities at home. The curriculum includes all required courses necessary to earn a high school diploma, and is so arranged that a student may earn in a half year (one semester) the number of units normally earned in the regular day school during a complete year (two semesters). English, government, sociology, mathematics, science, and Spanish are offered. Business courses include bookkeeping, record keeping, typing, shorthand, office machines, and printing. Home economics and child development classes are also available. Plans for the future include marketable skill-type courses such as upholstering, architectural drafting, and data processing.

An innovative and successful addition to the STAY Program was initiated in 1967 -- the establishment of a nursery school to care for the students' children while they attend classes. The lack of child care was a major problem for many students at STAY and a cause of absenteeism. Funded under an ESEA Title III grant, the nursery care center is staffed by a home economics teacher and a preschool teacher. Mothers leave preschool children at the center during their classes. Many of them also participate in information seminars on nutrition and child care.

Intensive counseling and job conditioning are an important part of the STAY Program. Job counselors find employment for many students and help arrange for work hours to be adjusted to the school program. In the school year 1967-68 over 70% of the students enrolled at STAY were employed. Students also meet with school counselors to talk over scholastic or emotional problems. Social workers visit their families when this seems advisable.

Since the beginning of the STAY Program in March 1965, there has been a steady growth in enrollment and number of students graduated. In June 1965, 21 students were graduated; in June 1968, 252 students were graduated from the STAY Program and 64 students returned to regular school programs.

The STAY Program was honored in 1967 by the National Education Association as a program "for leading the way to better education for America's youth." Also, this program was selected as one of the 50 outstanding ESEA Title I programs throughout the United States in 1967-68.

STAFF

Selection and assignments of the staff are made by the Board of Examiners of the Personnel Department of the District of Columbia Public Schools. In 1967-68, per diem teachers and job counselors were employed in addition to the regular staff. These teachers and counselors were often specialists in various subject areas but available for only limited periods of time. It was felt by the administrators of STAY that the services of these teachers and counselors added considerably to the effectiveness of the teaching of subject areas and job placement activities.

On the staff for 1967-68 were:

1 principal
2 assistant principals
25 teachers (all high school subjects)
1 teacher aide
2 counselors
1 nurse
1 librarian
1 reading clinician
7 per diem teachers
2 per diem counselors

PARTICIPANTS

Any student between the ages of 16 and 21 who has dropped out of school and is interested in earning a high school diploma may attend the STAY Program. More girls than boys enroll and meet the requirements for graduation. Data from a sample of 715 students enrolled in 1967-68 show that 70% were girls and 30% were boys.

STAY serves the entire District of Columbia Public School System, although the majority of the students are from the northeast section of Washington where the school is located.

BUDGET AND COST PER PUPIL

The student enrollment tends to fluctuate throughout the school year. The average daily attendance for 1967-68 was 950 students.

Budget allotment (Title I):	$298,940
Budget allotment (Title III):	$ 17,940
Cost per pupil (Title I):	$ 315

#264

READING INCENTIVE SEMINARS

DESCRIPTION AND OBJECTIVES

The purpose of the Reading Incentive Seminars was to improve the reading ability of students reading two or more years below grade level. The program was designed to motivate slow readers and to provide them with an incentive to read. This was done by:

1. Having small and informal classes (less than 25 students)
2. Allowing the students themselves to structure the course, by selecting reading materials, bringing current materials into class, and gearing the course to their interests
3. Giving students paperback books of their own on subjects in which they were interested.

The classes were conducted during and after regular school hours. Enrollment was usually on a voluntary basis. Certain students, who teachers felt would benefit from the program, were encouraged to participate but were never forced to do so. Additional enrichment and motivation were provided by field trips relating to course content, and by using a variety of teaching methods such as dramatization, oral reading, tape recordings, etc.

The objectives of the Reading Incentive Seminars were:

1. To motivate the slow or "reluctant" reader
2. To improve reading skill and ability
3. To instill a desire in the students to read for their own enjoyment, on their own time.

STAFF

Forty extra teachers were added to the staffs of the participating schools in order to make it possible to reduce the class size to provide a greater amount of individual attention.

PARTICIPANTS

Seminars were held in the ten junior and three senior high Title I schools not in the Model School Division.

BUDGET AND COST PER PUPIL

Budget allotment:	$317,282
Cost per pupil:	$125

#265

LIVING STAGE PROGRAM

DESCRIPTION AND OBJECTIVES

The Living Stage Program was designed to provide Title I students with first-hand exposure to a variety of cultural activities connected with the theater. The Repertory Company of the Arena Stage gave three dramatic performances at each of the Title I secondary schools. Nicolar Gogol's Inspector General and Arthur Miller's The Crucible were typical of the type of plays performed. Each of the presentations was treated as part of a complete instructional unit. The students were prepared for the plays by reading and discussing them in their English classes. Follow-up activities included discussions, re-enactments, and writing compositions and reports. It was intended that the plays would thus be integrated into the total curriculum and not be regarded merely as isolated experiences or momentary diversions.

The objectives of the program were:

1. To provide the students with a meaningful cultural experience.

2. To integrate the dramatic presentations with the students' everyday lives.

3. To provide a total dramatic experience with a professional theatrical group.

STAFF

All arrangements for the performances were made by the Supervising or Assistant Director for Special Programs, Junior and Senior High Schools. Other than the members of the Arena Stage Repertory Company there was no additional staff necessary.

PARTICIPANTS

All Title I secondary school students participated in the program.

BUDGET AND COST PER PUPIL

The Arena Stage and Title I shared the funding 50/50 for the program.

Title I budget allotment:	$84,000
Cost per pupil:	$5

#281

URBAN SERVICE CORPS

DESCRIPTION AND OBJECTIVES

The Urban Service Corps was established specifically to assist in the strengthening of education in the deprived areas of the District of Columbia. Programs of the Corps were designed to meet the needs of the children in these areas as they are related to the schools. These needs may be educational, cultural, occupational, medical, or economic.

The Urban Service Corps started approximately seven years ago and was initially funded by the Agnes Meyer Foundation. The Corps still operates on Mrs. Meyer's premise that there are hundreds of people who have services, talents, skills, or training which they would be willing to give, if asked, to help children in the public schools.

Washington, like all other major cities, has many educational problems reflected most frequently in its inner-city areas. It was felt that the Urban Service Corps could be most effective against the typical inner-city child's background of social, economic, cultural, and educational deprivations through the pursuit of two major goals:

1. The development of plans, projects, or programs to augment or support the present educational offerings of the schools as well as to explore new avenues to education for the disadvantaged.

2. The recruitment and training of volunteers to bring needed services to children. These programs which provided opportunities for the discovery, development, and training of inner-city parents as volunteers received increasing emphasis.

The District of Columbia Public Schools are indebted to hundreds of college students, housewives, professional people, cabinet wives, church clubs, and business groups who joined the Urban Service Corps volunteer staff to help meet the needs of thousands of children. These volunteers showed a great deal of sensitivity, skill, and humanity in working with these children.

Many innovative programs in the Urban Service Corps were organized as pilot projects. A great number of these programs have been adopted as permanent programs in the District of Columbia Public Schools.

In 1967-68 staff and volunteers were involved in more than 22 projects. Some of the services provided included:

1. Aides to Teachers of Severely Mentally Retarded Children - Volunteers assisted the classroom teacher in the performance of her daily activities.

2. Better English to Foreign Students - Volunteers gave individual assistance to foreign-born pupils who had language problems.

3. Urban Service Corps Community School Program - This program was developed at Logan Elementary School and expanded to Maury. An effort was made to involve entire families in helping to make the educational programs of these two schools meet the needs of the community. Typical aspects were: (a) a summer camping program, (b) "Cottage Kindergartens" in community homes, and (c) adult education classes in sewing, typing, and practical nursing.

4. Urban Service Corps Clothing Center - The Corps established a clothing center at the Perry School and provided clothing, shoes, and overshoes for more than 1000 children. The Center also served as an educational resource center for parents and provided information regarding emergency food supplies, initiated contacts with Food Stamp Offices, made referrals to the Department of Public Welfare, etc.

5. Free transportation, hearing aids, eye glasses, and clothing for children - Certain personal health and clothing needs were provided for underprivileged children in Title I schools. Small transportation allotments for field trips were provided to students in Title I schools.

6. Counselor/Reading Aides - Volunteers worked with 411 students on an individual basis during the regular school day.

7. Urban Service Corps Junior Primary Summer Schools (a pilot project) - Junior primary summer schools were established at Logan and Maury, in which 10 high school students instructed 20 six-year-olds who had been promoted to junior primary instead of to the first grade. Each high school student was responsible for the instructional program of two junior primary youngsters, under the guidance of a senior teacher.

8. Tutoring Program for Unwed Mothers - Tutoring was provided weekly to help pregnant girls maintain their grade level while they were unable to attend regular school.

The design of many of the Urban Service Corps' programs was indicative of their premise that children's needs in school are often a reflection of family and community needs. The Corps sought to recruit and coordinate resources which would strengthen the family unit. One major vehicle, they felt, through which to develop the family potential was by the expansion of the community school movement.

STAFF

Staff positions funded by Title I included an assistant to the Assistant Superintendent, an administrative aide, an administrative clerk, two clerks for the clothing center, and two community aides for the community centers.

BUDGET AND COST PER PUPIL

Title I furnished only a fraction of the funds for the Urban Service Corps activities. The Corps relies primarily on volunteer effort for their projects.

Budget allotment (Title I): $142,875 (provided clothing, glasses, hearing aids, a small allowance for field trips, and the salaries of 7 staff members)
Cost per pupil: $12

AUDIOVISUAL PROGRAM

DESCRIPTION AND OBJECTIVES

This program provided for the purchase, repair or adjustment, and transfer from one school to another, of audiovisual materials and equipment for the Title I schools. Teachers and teacher aides were trained in the use and upkeep of new audiovisual items.

This was one of the programs in which parochial Title I schools participated.

STAFF

The regular staff consisted of four audiovisual specialists.

PARTICIPANTS

All Title I schools were included in this program.

BUDGET AND COST PER PUPIL

Budget allotment:	$23,187
Cost per pupil:	$1

#283

PUPIL PERSONNEL SERVICES TEAMS

(Technicians and Consultants)

DESCRIPTION AND OBJECTIVES

The target population for most Title I programs in the District of Columbia Schools are the "identified" students -- identified as potential dropouts by the principals, teachers, and counselors in the target-area schools. The criteria for identification include economic, social, physical, mental, emotional, and educational needs. The Pupil Personnel Services Teams, under the supervision of the Department of Pupil Personnel Services, provide special assistance to these children identified as potential dropouts.

The thrust of the efforts of the Teams has been to remove or minimize the causes for children dropping out of school. These causes lie in the community, the family, the schools, or within the child himself. The teacher does all she can within the classroom, but the Pupil Personnel Services Teams provide other experts with special skills who give attention to the problems of each of these children.

In order to accomplish this, the Pupil Personnel Services Program was organized into interdisciplinary teams: Technicians (workers and aides) and Consultants (psychologists, social workers, and attendance officers).

The Pupil Personnel Technicians (workers and aides) are the "grass-roots" neighborhood educational workers. Their activities are under the direction of the Pupil Personnel supervisory staff and they are in constant contact with the principals of the schools where they are assigned. Services offered to an individual child depend upon the kind and degree of help needed to assure a child's being able to remain in school.

The solution to a child's economic needs might range from supplying clothing or arranging for free lunches to work-training for an adult member of the family or establishing eligibility for welfare funds.

Social needs might be met by helping the child become a member in a club, attend a summer camp, or join group activities led by the Pupil Personnel Technicians or Consultants.

When educational needs were indicated, the student might be referred to the Consultant Teams for psychological testing and evaluation. In other instances, the student might be referred to the Reading Center, to a speech or hearing therapist, or to the Urban Service Corps for overcoming physical disabilities by supplying glasses, hearing aides, or medical or dental care. Sometimes tutoring was arranged with volunteer agencies or by organizing tutoring within the school itself.

Contacts with the family were important to reinforce the efforts of the Teams. Home visits were made and parents were counseled so as to develop better understanding and cooperation with the school.

The emotional needs of this group of children are very great. Where the home was the major source of the difficulties, community services were made available or supportive help by the appropriate consultants or technicians was arranged to the greatest extent possible. Often the friendly relationship with the Pupil Personnel Team members was enough to give an anxious or fearful child the support he needed to remain in school. With other children, intensive psychiatric services or special school facilities might be needed.

In every way the Team members sought to help the children and their families recognize their own worth. Efforts were made to find ways to help each child realize his potential. The Teams fostered home-school-community relations aimed at improving the educational climate in which these children live and study.

The Pupil Personnel Consultants, technically trained professional psychologists, psychiatric social workers, and attendance officers, under the supervision of a supervisory director, concentrated on the more difficult cases. These fourteen persons worked closely with the Technician Teams in providing services for identified students where the regular school services were not readily available. Referrals to the Consultant Teams came primarily from the Technician Teams and also from school principals and staff.

Psychologists performed tests and evaluations to clarify learning deficiencies and to detect causes for emotional disturbances. Psychodiagnostic tests were tailored to identify developmental shortcomings which needed remediation. Counseling and short-range therapy were undertaken when practical. The assistance of other mental health facilities was enlisted when intervention was required in depth.

Psychiatric social workers served as community resource experts when environmental problems inhibited a child from living up to his learning potential. These workers visited the homes of children with psychiatric-type problems, and many times initiated contacts with appropriate professional persons to help the child.

Attendance officers acted as home-school liaison personnel to identify and help eliminate causes for excessive absenteeism so characteristic of potential school dropouts. Emphasis was on encouraging school attendance rather than enforcing the compulsory attendance law. These workers made numerous home visits and contacted a variety of community organizations and facilities with regard to providing appropriate assistance.

Recognizing that there are too many children with educational problems for effective intervention on an entirely individual basis, increased emphasis was placed on working with children in groups. Each member of the Consultant Teams worked with a group of Technician Team members in a staff development program designed to bring about greater effectiveness in group work. In addition, most members also held group meetings with children, teachers, and parents.

Approximately 68% of the caseload of the Consultant Teams came from elementary schools, 29% from junior high schools, and only 3% from high schools and vocational schools. There were 7 boys to every 3 girls. Forty-three percent of the referrals to the Consultant Teams came from the Technician Teams, 34% from the standard Form 205 originating in the schools, and the balance of the informal referrals were made by principals, teachers, counselors, and the staff members themselves.

STAFF

Technician Teams

1 supervising director
2 assistant directors
63 workers
56 aides
1 GS-6 administrative aide
1 GS-5 clerk
8 GS-4 clerk-typists
1 GS-2 file clerks
2 WBR-6 drivers

Consultant Teams

1 supervising director
4 school psychologists I
2 school psychologists II
6 psychiatric social workers
2 attendance officers

Pupil Personnel Workers were required to have a college degree with specialization in sociology, psychology, or education. Pupil Personnel Aides were required to have graduated from an accredited high school and to have one year of college or work experience with a youth, community, or social service agency. When possible, Aides were selected from the community in which a Title I school was located. The Supervising Director of the Aides felt that mature men and women, with knowledge of and interest in the community, were most effective for this job.

A workshop was conducted for orientation and training of Workers and Aides during the first two weeks of school, and in-service training sessions were conducted throughout the school year.

All members of the Consultant Teams participated in weekly staff development meetings under the supervision of the Washington School of Psychiatry.

PARTICIPANTS

Identified students from 95 Title I schools, including 11 parochial schools, were served by the Pupil Personnel Services Teams.

BUDGET AND COST PER PUPIL

Budget allocation: $1,049,030
Cost per pupil: $87 (based on the 12,053 caseload of the Technician Teams)
$39 (based on the 26,648 identified students in target-area schools)

#284

FUTURE FOR JIMMY

DESCRIPTION AND OBJECTIVES

Beginning in 1965 the Washington Urban League operated a program called "Future for Jimmy", designed to provide academic assistance to students in Kelly Miller, Shaw, and Terrell Junior High Schools. The apparent success of this project as part of a larger school-community program led the District of Columbia Schools to allot Title I funds for its operation in June 1966, under contract to the Urban League.

The purpose of the Future for Jimmy Program was to offer tutorial and counseling services to students in the 6th through 12th grades who had academic problems in school and possible difficult home situations. The emphasis in the tutorial program was on reading and mathematics. Special efforts were made to involve the parents and other members of the community in the activities of the program. It was hoped that this combined effort would improve the ability of the students to succeed in school.

In school year 1967-68, the Future for Jimmy Program operated at three school centers - Dunbar and McKinley High Schools and Randall Junior High School, which were open two evenings a week from 6:00 to 8:00 p.m. Students from 29 Title I schools came to these centers. The program was organized into three phases - school, home, and community, the rationale being that all three play a significant role in the life of the student and if they are made to work together to give mutual support and encouragement, the student will receive the optimum benefit.

School Phase

Both the tutors and the tutees participated in the program on a voluntary basis. Although some were referred by principals, teachers, and community agencies, most of the students came because they wanted to.

One important strength of this program was the caliber of tutors it attracted. The tutors were almost equally divided between men and women, and reflected a wide background of interest and experience - professionals, college students, government workers, teachers, housewives.

Conferences with teachers, principals, and school counselors were an important aspect of linking the tutorial program with the school.

In-service training for the tutors was part of the program. Two general orientation programs were held, and also regular workshops dealing with mathematics and reading skills were conducted throughout the school year. The tutors were directed to employ imagination in helping their students. Although standardized classroom materials were available, dependence upon them was not encouraged. Every conceivable device or method was used to improve the skills and study habits of the students.

One example was the Jimmy Journal. Student contributions were encouraged and an editorial board of students met once a month to select and edit articles, and produce the journal, which was used as a major tutoring tool.

In the summer of 1967, the program staff organized a special Laubach Basic Reading Program for a selected number of Future for Jimmy students. It was an experimental attempt to use tested adult materials with junior high school students. Sixteen students were involved in the program. The majority were 6th graders whose recent reading tests indicated they were reading below the 4th-grade level. Of the sixteen, ten were reading on a 4th-grade level or below; four were reading on a 4th-grade level or above.

The 14 tutors involved in this program received special training in the Laubach method and were also encouraged to use other creative approaches in their tutoring.

An evaluation of the 8-week program indicated that highly motivated tutors and students - as these were - can be involved in a tutoring relationship that can provide personal and academic growth. There were increases in reading skills in almost all of the students. This might be attributed to the personal encouragement as well as the work in academic areas.

Home Phase

The home phase of the Future for Jimmy Program was designed to involve the parents as much as possible in the program activities. A part of the role of the counselors was to make home visits to acquaint parents with the program. Efforts were made to work with students and families on special problems the students were having at home or in school. During 1967-68, 383 home visits were made.

Each center sponsored parent nights. Also, parents were encouraged to attend and take part in the planning of a night program, held twice a year, in which students and tutors were given awards for outstanding attendance.

Community Phase

Contacts within the community were also an important aspect of Future for Jimmy work. The staff worked with the Committee of 100 Ministers, to provide a program of four seminars to inform church people about the program and the schools in general.

The staff worked with other community agencies in planning and organizing the Labor Day activities sponsored by the D.C. Recreation Department. Another Future for Jimmy community project was the Experiment in International Living Program. Through funds raised by the group, one student spent the summer with a family in Austria, one student went to Brazil, and another to Sweden.

Special activities of the Future for Jimmy Program included compiling a bibliography on Negro life for students and tutors, establishing a writer's workshop to encourage young writers in the program, and organizing trips to theaters and special events in the Washington area.

In an annual report submitted by staff of the program, the following observations were made:

...Future for Jimmy has touched the lives of hundreds of students, parents, and people in the community in the past year.

...Many of the students seemed to blossom under the guidance of interested adults. Some of the students came into the program belligerent, hostile, and disruptive. These children were encouraged to return rather than being sent away. Some of these students have become shining examples. Several are now employed as tutors themselves under a special NYC program.

...The staff found the children to be intelligent people, although almost universally two to three grades behind in reading and mathematics. With constant and personal help, the students' own image of their abilities has greatly improved, an important factor for any youngster attempting to do well in school.

The tutors appeared to learn as much as the children. As they returned to their communities, they undoubtedly understood the problems of children from these schools better for having worked with them so intimately.

STAFF

The staff consisted of 332 tutors as well as a director, social worker, and a coordinator and counselor for each of the three centers in the program.

PARTICIPANTS

Approximately 458 6th- through 12th-grade students from Title I schools participated in the program. Most of the students came on their own volition. Some were recommended by teachers and administrators.

BUDGET AND COST PER PUPIL

Budget allotment:	$106,339
Cost per pupil:	$232

#285

WIDENING HORIZONS

DESCRIPTION AND OBJECTIVES

The Widening Horizons Tours for Teens Program was administered under the Urban Service Corps of the District of Columbia Public Schools with the aid of a voluntary community committee. Government agencies and private institutions cooperated in providing programs and opening their facilities to secondary school youth.

Conceived and launched by Mrs. Arthur Goldberg in 1962, Widening Horizons offered an opportunity for students to explore different kinds of job opportunities and to enjoy the various cultural and recreational resources in the Washington area.

During the school year 1967-68, 300 9th-grade students from Randall, Shaw, and Terrell Junior High Schools participated in the Widening Horizons Program. A vocational guidance aide was assigned to the staff at each of these junior high schools to coordinate the tours and work with the students in the area of vocational guidance. Bus transportation was provided as part of the program.

Tours for the year included a visit to the Giant Food Stores warehouse where the children were able to see a variety of jobs being performed -- they saw how produce was unloaded, the process of bagging vegetables such as potatoes and onions, the butchering and inspection of meat, the manner in which perishable goods were refrigerated, how inventory was taken, etc. The students also visited Kafritz Memorial Hospital, where they were given a tour of the hospital, a general overview of how a hospital functions, and an introduction to the different jobs found in the hospital environment. A visit was made to the Departmental Auditorium at the Labor Department, where the children saw an African dance and drums performance. Other visits included a trip to the Smithsonian Institution and a tour of the Treasury.

The main purpose of these tours was to give students an increased insight into a variety of interesting vocations available in the Washington area.

STAFF

The Widening Horizons staff consisted of a director, three vocational aides, three parent aides, and a secretary. Hundreds of volunteers participated in arranging a trip with an agency, recruiting youngsters from the community, and chaperoning the tours. Some of these volunteers were youths who had themselves formerly participated in the Widening Horizons Program.

PARTICIPANTS

Three hundred 9th-grade students from Randall, Shaw, and Terrell Junior High Schools participated in this program.

BUDGET AND COST PER PUPIL

Budget allotment:	$38,927
Cost per pupil:	$130

#286

READING AND SPEECH-HEARING CLINICS

DESCRIPTION AND OBJECTIVES

Remedial reading and speech-hearing services are particularly important to students in the target area schools. A large majority of the identified students have reading problems. Many others have hearing problems or speech defects which prevent maximum utilization of instruction.

In addition to their regular visits to Title I schools, clinic personnel held meetings with representatives of non-public Title I schools to improve reading services.

STAFF

The following members were added to the regular staff of the two clincs for the purpose of providing assistance in the Title I schools, including parochial schools. Staff was assigned on an equivalent time basis.

2 assistant directors
3 reading specialists
4 speech specialists
1 clerk
4 clerk-typists

PARTICIPANTS

Priority of treatment was given to the identified students in public schools who without this extra staff help would otherwise have had to await appointments for the regular clinics. Students in parochial schools were not eligible to use the regular clinic facilities, so reading and speech-hearing specialists visited these schools.

All identified students were surveyed, and those needing treatment were given special attention.

BUDGET AND COST PER PUPIL

Budget allotment: $98,540
Cost per pupil: $4

#321 INSTRUCTIONAL STAFF

#323 "MODEL" MODEL SCHOOL STAFF

DESCRIPTION AND OBJECTIVES

Both the "Model" Model School Staff Program and the Instructional Staff Program provided for an expansion of the regular school staff by the addition of more teachers. The "Model" Model School Staff Program, which included Harrison, Garrison, Montgomery, and Morse Schools, provided for four more teachers in these schools. The Instructional Staff Program made provision for eight extra teachers to be added to schools in the Model School Division, excepting the already mentioned "Model" Model Schools. The main objective of these programs was to make possible smaller classes, by expanding the staff, thus allowing the teacher to devote a greater portion of her time to the individual students.

BUDGET AND COST PER PUPIL

"Model" Model School Staff Program	budget allotment:	$33,759
	Cost per pupil:	$13
Instructional Staff Program budget	allotment:	$85,032
	Cost per pupil:	$10

#322

STAFF DEVELOPMENT PROGRAM

DESCRIPTION AND OBJECTIVES

The Staff Development Program in the Model School Division was carried out by a group of fifteen teachers, called the Innovation Team. All fifteen members, with the exception of one, had previously taught in the Model School Division. The Innovation Team was trained for three consecutive summers, starting in 1965. Each member was specially trained in new methods and curricula in the fields of mathematics, science, social studies, reading, and human relations.

The Innovation Team operated at every school in the Model School Division. Members of the Team visited the individual classrooms and worked with the teachers to improve and enhance the existing method of instruction and to give them help and advice with any problems or questions which confronted them. The Team member together with the teacher decided upon which new teaching methods and materials would be most beneficial for the students. The Team member ascertained if any materials were lacking, answered any questions the teacher might have, and generally tried to assist in any way possible. In addition, the Team made arrangements for curriculum and instructional workshops, which were day-long sessions in functional skills for teaching in specific subject areas. The Team members themselves conducted the workshops or arranged for special educational consultants to conduct them.

STAFF

The staff consisted of a director and fifteen Team members.

PARTICIPANTS

All of the students attending Title I schools in the Model School Division were affected by this program, as each teacher was visited at least once by the Innovation Team.

BUDGET AND COST PER PUPIL

Budget allotment:	$321,235
Cost per pupil:	$28

#326

COMMUNITY SCHOOL PROGRAM

DESCRIPTION AND OBJECTIVES

The main objective of the Community School Program was to involve the community as much as possible with the school and its activities. The rationale behind development of such a program is that a school will be a more effective unit if it meets the specific needs of the children, as well as adults, of the community which it serves.

Information about the needs and desires of the community on which to base a program and a curriculum was obtained by canvassing the neighborhood, by holding meetings between school personnel and members of the community, and by working with the churches, youth and adult clubs, and other organizations.

Community School activities and courses were conducted in the school buildings of the participating schools: Bruce, H. D. Cooke, and Garnet-Patterson, and at other locations throughout the community. The functions ranged from courses in sewing, home management, sex education, and basic education for adults; family-strengthening programs, which involved activities such as outings and picnics where the family as a whole unit could participate; to tutorial, recreational, and entertainment activities for children; as well as a wide variety of other activities geared to community members of all ages.

The objectives of the program were:

1. To develop closer community-school ties
2. To develop an educational curriculum geared to the children
3. To serve the community members in an educational as well as personal manner.

STAFF

The staff included three community-school coordinators, as well as teachers and a variety of volunteer workers.

PARTICIPANTS

Students of Bruce Elementary, H. D. Cooke Elementary, and Garnet-Patterson Junior High Schools, and members of the surrounding communities, participated in this program.

BUDGET AND COST PER PUPIL

Budget allotment:	$39,930
Cost per pupil:	$16

#327

CULTURAL ENRICHMENT

DESCRIPTION AND OBJECTIVES

The purpose of the Cultural Enrichment Program was to broaden the scope of inner-city students' cultural knowledge, in an effort to compensate for their cultural deprivation.

The objectives of the program were:

1. To expose the children to the contributions to contemporary life of various kinds of artists, such as musicians, actors, authors, painters, and sculptors.
2. To provide students with the opportunity of meeting these artists in person.
3. To encourage intra-school cultural activities.
4. To expose the student to the culture of other countries.
5. To take advantage of the opportunities for cultural enrichment available in the Nation's Capital.

Examples of some of the cultural experiences to which students were exposed were: piano, vocal, choir, band, guitar, and jazz concerts; and dramatic, operatic, and dance presentations. Groups such as the Philharmonic Symphony Orchestra, the National Cathedral Choirs, the Howard University Band, the Garrick Players, Mimes and Masques Theater for Youth, and the National Ballet performed for the students. The events were arranged in one of two ways - either the artists or groups came to the schools and performed there, or the students took trips to the location of the presentations.

Field trips to places of interest in the District of Columbia, which the majority of students had never visited, served to augment the program. Filmstrips and lectures by representatives of foreign countries acquainted the students with life in lands other than their own.

STAFF

Other than the regular school staff and the various performers, there was no additional staff necessary.

PARTICIPANTS

All of the elementary and secondary school students in the Model School Division participated in the program.

BUDGET AND COST PER PUPIL

Budget allotment:	$18,500
Cost per pupil:	$2

#328

CARDOZO DATA PROCESSING PROGRAM

DESCRIPTION AND OBJECTIVES

This was a Model School program designed to give identified students at Cardozo High School the opportunity to learn data processing skills while still attending school. They were taught how to operate the card punch machine, the verifier, and the card sorter. In addition to functional skills, students were taught the overall data processing and computer cycle. They learned about how data processing evolved and grew, the various ways in which it is used, and an overall understanding of what the field of data processing entails, so as to be adequately prepared to work in this area. Another important aspect of the course was to acquaint the students with the different occupations in the data processing field which they could pursue once they successfully completed the program.

There were two classes of twenty students each, which met for three hours every day for one school term. After completing this course students could go on to a continuation course (Data Processing II) which was taught at Armstrong Adult Education Center because the necessary equipment was located there. And finally, if they wished, students could take a computer programming course (Data Processing III). The students were given instruction to help them pass the Civil Service Examination, the Clerk Typist Examination, and the Office Equipment Operators Test. Also, after students had completed one or more of the data processing courses they had the opportunity to go out and work as part of the CORE program, and to earn school credits at the same time.

The objectives of the program were:

1. To give students an understanding of the term "Data Processing".
2. To give students a knowledge of the evolution, growth, and uses of data processing systems.
3. To introduce students to the various data processing systems and equipment.
4. To train students for proficient operation of data processing equipment.
5. To prepare students to pass various Civil Service examinations in the data processing fields.

STAFF

The staff consisted of two specially trained teachers of data processing.

PARTICIPANTS

In the 1967-68 school year 80 students participated in the program. All of the participants had to be business students, and were required to have had courses in either Commercial Arithmetic or Business Mathematics, Typewriting I, and Recordkeeping.

BUDGET AND COST PER PUPIL

Budget allotment:	$17,000
Cost per pupil:	$212

#329

ENGLISH IN EVERY CLASSROOM

DESCRIPTION AND OBJECTIVES

The purpose of the English in Every Classroom Program (Model School Division) was to improve the students' level of achievement in English and to make the learning of English an ongoing process -- a part of the students' everyday life. The program consisted of four major aspects: (1) newspapers, (2) magazines, (3) paperback books, and (4) individual journals.

1) Newspapers: The Washington Post contributed enough daily newspapers to each school to supply one for each student in every English classroom. The children were taught how to read a newspaper, how to find specific information, and how newspapers could be useful in their everyday lives. Special reports and discussions based on news articles helped to integrate reading and English into the students' lives in a practical, functional manner.

2) Magazines: Magazines in which the students were interested, such as Teen, Seventeen, Ebony, etc., were procured. This type of reading material served to motivate the students to want to read, and to discuss what they had read with the teacher and other class members.

3) Paperback books: Paperback editions of the classics, novels, and other types of books were supplied to the students. Book reports were made, compositions written, and various other projects carried out. One advantage of paperback books was that they seemed to have more appeal for the students, in that they are not like textbooks or other school material, and therefore seem to have more of an "enjoyment" connotation.

4) Journals: The students were given spiral notebooks to use as individual journals. Anything the student wished to write about could be included in the journal. The keeping of a journal was not compulsory, and was done on the student's own time. Whenever one notebook was completed the student was given another to continue his journal. Some students filled as many as 3 or 4 notebooks during the year, while others wrote only a few pages. This aspect of the program allowed the students the flexibility to work according to their own degree of motivation and desire.

Another major objective of the program was to make English a part of other subject area classes. Social Studies and Mathematics teachers, for example, assigned the writing of compositions or reports relevant to their particular class. After the subject teacher had looked over the compositions, they would be given to the English teacher to be read and corrected. English was in this way interwoven into the students' overall school curriculum and not just confined to the English classroom.

STAFF

Other than the regular staff of the school there was no additional staff necessary.

PARTICIPANTS

807 students in Garnet-Patterson Junior High School took part in the program.

BUDGET AND COST PER PUPIL

Budget allotment: $20,000
Cost per pupil: $25

Chapter 5

PATTERNS OF PROGRAM PARTICIPATION

General Considerations

There were four principal types of Title I programs as far as the participation of Title I students was concerned. The first type consisted of those programs designed specifically for Title I students and open to all students in Title I schools regardless of whether or not they were "identified" as potential dropouts. An example of this type was the Teacher Aide Program. Teacher aides were assigned to Title I schools, but it was impossible to assign them so that they helped only identified students, as these students were scattered in varying proportions throughout the classrooms of the target-area schools.

The second type consisted of those programs in which only identified students were served. An example of this type was the Pupil Personnel Services Teams Program where the caseload consisted of only identified students. Another example of this type was the Summer Camping Program, where the Pupil Personnel Teams specifically recruited identified children for participation, making all the arrangements for transportation, clothing, parental consent signatures, etc.

The third type of participation consisted of programs already ongoing in the D.C. School System, such as the Reading Clinic and the Speech-Hearing Clinic, to which Title I funds were added to provide additional personnel. The operation of these programs remained the same; Title I funds simply made it possible for the regular services to be expanded to include more Title I students without any delay.

The fourth type consisted of programs such as some of the summer school programs, which were organized to meet some specific need of the target group, but for various reasons (primarily, lateness of funding) the programs could not be confined to only Title I students. In order for sufficient participants to be recruited, these programs were opened to non-Title I school children as well. The results of this late recruiting during the summer of 1967 are shown in the evaluation report on the Title I summer programs.*

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* "Evaluation of ESEA Title I Programs in the District of Columbia, Summer 1967," Table 2, page 59.

Numerous problems arose in the administration of various Title I programs concerning the involvement of non-Title I students. One of the most difficult to resolve was what to do with identified students who had moved from Title I schools into non-Title I schools. Were they to be considered as still identified or were they to be dropped from the work load of the Pupil Personnel Teams? For the most part, these students were dropped, but in cases where the students moved to a school adjacent to a Title I school and it was not too difficult for the Teams to maintain contact, then the Teams continued to work with them. In other cases, there were whole sections of a school attendance area moved to adjacent non-Title I schools. Also, there were cases where individual students moved to a completely different section of town; in general these were dropped from the caseload of the Teams after notifying the staff of the students' new school of the previous "identified" status of the student.

Cost Per Pupil

One of the important considerations with regard to evaluating Title I programs is the average cost per pupil. Table 5-1 shows figures derived from the descriptions of each program in Chapter 4 of this report. These are the best available estimates of the average costs until the final audit for the school year is obtained. Even then audited costs do not represent the actual total expenditures because of other support to many programs -- such things as the volunteer efforts of the Urban Service Corps in their various projects, and the maintenance of buildings and grounds where programs are conducted, which is funded by the regular school budget. To facilitate comparison on a strict cost-per-pupil basis, the various programs have been arranged in rank order according to the ascending cost per pupil.

Table 5-2 shows the cost per pupil for the Title I programs during the summer of 1967, also arranged in ascending order of cost.

Participation Patterns

A sample of 1760 students was taken from the 50,000 in the Master Analysis Tape for whom there was a record of program participation. The programs in which they participated during the summer of 1967 and the following school year were tallied separately for identified and non-identified students. The results are shown in Tables 5-3 and 5-4. The total cost per pupil was estimated by adding together the per-pupil cost of the programs in which each student participated.

Table 5-3 shows that the 792 identified students in the sample participated in a total of 1220 programs, including being identified students, but not counting being with a teacher aide. This is an average of approximately 1.54 programs per pupil. Only two out of seven identified students in the sample were in any Title I program, except for being classified as an identified student. When the cost of all the 1220 programs is added up and prorated across the 792 students in the sample, the average cost per pupil for these programs is $66.69.

Table 5-1

ENROLLMENT, BUDGET, AND COST PER PUPIL FOR TITLE I PROGRAMS AND SERVICES FOR 1967-68 SCHOOL YEAR

Rank Order	Program Number	Program Title	Enroll-ment	Funds Allotted	Cost per Pupil
1	282	Audiovisual Program	26,000	$ 23,187.	$ 1.
2	327	Cultural Enrichment, MSD	11,311	18,500.	2.
3	286	Reading and Speech-Hearing Clinics	26,000	98,540.	4.
4	265	Living Stage Program	16,676	84,000.	5.
5	321	Instructional Staff, MSD	8,746	85,032.	10.
6	281	Urban Service Corps	12,000	142,875.	12.
7	323	"Model" Model School Staff	2,565	33,759.	13.
8	263	Teacher Aides & Teacher Assistants	16,676	227,711.	14.
9	244	Expansion of Language Arts Program	4,321	62,722.	15.
10	326	Community School Program, MSD	2,441	39,930.	16.
11	242	Reading, Math, & Classroom Assistance	14,803	274,929.	19.
12	324	Special Aides, "Model" Model Schools	2,565	49,890.	19.
13	246	Food Services	13,311	278,438.	21.
14	329	English in Every Classroom, MSD	807	20,000.	25.
15	322	Staff Development Program, MSD	11,311	321,235.	28.
16	325	Teacher Aides & Assistants, MSD	11,311	370,138.	33.
17	245	Teacher Assistant Training Program	8,198	291,050.	36.
18	283	Pupil Personnel Services Teams	26,000	1,049,030.	39.
19	241	Preschool Children-Parent Orientation	450	55,523.	123.
20	264	Reading Incentive Seminars	2,536	317,282.	125.
21	285	Widening Horizons, MSD	300	38,927.	130.
22	248	Teacher Aides (Elementary)	33,975	458,853.	135.
23	249	Saturday Music Program	126	23,500.	187.
24	328	Cardozo Data Processing Program, MSD	80	17,000.	212.
25	284	Future for Jimmy	458	106,339.	232.
26	247	Breakfast Program	961	243,245.	253.
27	262	STAY Program	950	298,940.	315.
28	261	Webster Girls' School	356	118,556.	333.
29	243	Emotionally Disturbed Children	37	116,164.	3140.

Table 5-2

ENROLLMENT, BUDGET, AND COST PER PUPIL FOR TITLE I PROGRAMS AND SERVICES FOR SUMMER 1967

Rank Order	Program Number	Program Title	Enrollment	Funds Allotted	Cost per Pupil
1	480	Pupil Personnel Services	(17,437)	$ 43,188.	$ 2.
2	580	Instrumental Music	530	12,200.	23.
3	463	Summer Seminar--Heights School	3	90.	30.
4	540	Secondary School Enrichment	782	25,572.	33.
5	430	STAY Program	435	15,782.	36.
6	550	Morning Physical Fitness	947	34,803.	37.
7	600	Vocational Orientation	355	19,800.	56.
8	570	Summer Camping	902	53,230.	59.
9	560	Special Orientation for 6th Graders	335	22,848.	68.
10	464	Institute of Languages-- Georgetown University	93	6,975.	75.
11	500	Primary Summer School	4,953	408,401.	82.
12	410	Social Adjustment	327	28,298.	87.
13	470	Summer Occupational Orientation	279	27,962.	100.
14	450	JHS College Prep--Gonzaga	89	11,000.	124.
15	462	International Seminars-- St. Albans School	32	4,493.	140.
16	420	Webster Girls' School	53	10,466.	197.
17	440	Joint Public & Parochial--15-12	175	35,016.	200.
18	520	Theater Workshops	54	12,000.	222.
19	461	Sociology Seminars--National Cathedral School	9	2,700.	300.
20	530	Georgetown College Orientation	52	30,000.	577.
21	610	MSD JHS & Teacher Training Institute	143	19,067.	Not Applicable

Chapter 6

ANALYSIS OF STUDENT EVALUATION FORM DATA

Introduction

As with the evaluations of Title I programs in preceding years, this one is based upon the change in teacher evaluation of student performance and attitude using two separate sets of Student Evaluation Forms (SEF's). The rationale for the development and use of this instrument, as well as considerable discussion of its use in the analysis of the comparative performance of students in Title I programs, is given in the report for 1966 and 1967.*

Master Analysis File

Analysis of the effects of Title I programs upon students who were in them during the summer of 1967 and the school year of 1967-68 depends in great part upon the change in teacher evaluations of classroom performance and attitude between June 1967 and June 1968. It was necessary to combine information from a number of sources in order to obtain the computer tape with which to accomplish this analysis. This computer tape was called the "Master Analysis File" and contained the following information:

Description	Source
Student identification number	Data bank
Student name	Data bank
Sex	Data bank
Date of birth	Data bank
School and grade, 1965-66	Data bank
School and grade, 1966-67	Data bank
School and grade, 1967-68	IDF 1967
Identified student indicator, 1965-67	Data bank
Identified student indicator, 1967-68	IDF 1967
Student Evaluation Form, June 1967	Data bank
Student Evaluation Form, June 1968	SEF 1968
Program membership	Roster or SEF

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* "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967"

The program membership section of the tape contained the record of the programs in which each student participated. Each program was considered as a separate variable, and the tape marked to show whether the student was or was not in each particular program represented by that tape position. Program membership information came from three principal sources. One was from rosters of students supplied by the program administrators; another source was the SEF's filled out by teachers in special programs such as the STAY Program; and another source was SEF item 25 (in a classroom with a teacher aide present) combined with information from the data bank as to the school and/or grade of the student. For example, the program membership for students in the Model School Division "Model" Model Special Aides Program #324 was determined as follows: When it was found that a student had been in a classroom with a teacher aide, his school code was checked to see whether he was also in Harrison, Garrison, Montgomery, or Morse schools; if so, then his program membership record was marked to indicate participation in program #324 ("1" for in the program, "0" if not).

The Master Analysis File contained 51,760 records. However, there were only 25,003 of these records which had both a 1967 and a 1968 SEF. This file contained many records of students who were not in specific Title I programs other than being identified students or in Title I schools. Therefore, a shorter working tape was developed, called the "Matched Data Tape," which contained 5521 records. From the 25,003-record tape were selected out the records of all students who were in 23 Title I programs. (These 23 programs were the ones with enrollments so low that it was necessary to use all available records in order to have an adequate sample. A list of these 23 programs will be found in Table 6-1, at the end of this chapter.) There were 3610 records with membership in these 23 programs among the matched SEF's from 1967 and 1968 contained on the tape. To these were added, for control purposes, 10% of all the rest of the records on the tape, which resulted in a total of 5521 records. The "control" sample was made up of students in Title I schools, and could have been either identified or not identified; they could also have been in Title I programs not included in the 23 listed in Table 6-1.

The Matched Data Tape was used for most of the analyses of Title I programs which follow. The 25,003-record tape was used to obtain the data about boys and girls separately where the programs themselves were not involved.

The means and standard deviations for the first eighteen items and for the number of days absent for each of the two sets of SEF's on the Matched Data Tape have been computed for all students for whom data were available in most of the Title I programs as well as for various groups of students by grade and sex. The means and standard deviations for the individual items will be found in Appendix A.

Classroom Performance and School Adjustment Composites

In the 1967 report one limitation on the interpretation of the data was the fact that the main reliance was upon changes in SEF items 2, 12, and 14, taken separately (How well does this pupil do in his school work, Uncooperative-cooperative, and Shy-aggressive, respectively). A factor analysis of a sample of SEF's produced three factors relating to the items in the SEF. These factors were named "Student classroom performance", represented by item 2; "Alienation from school and society", represented by item 12; and "Aggressiveness", represented by item 14.

Based upon this previous study and upon subsequent study and discussion with the Title I Advisory Committee, it was decided to use two of these three factors as composites, and to add to the analysis the average number of days absent for the students in the various programs. These were called "Classroom Performance Composite" and "School Adjustment Composite", and were made up of the following items:

Classroom Performance Composite

SEF Item 1. How well does he apply himself to his school work?
2. How well does this pupil do in his school work?
7. How well does he like, or is he learning, to read?
10. Alert-Dull

School Adjustment Composite

SEF Item 3. How well does he get along with other children?
4. How is his emotional maturity?
10. How well does he cooperate with you?
12. Uncooperative-Cooperative
13. Friendly-Hostile
15. Irresponsible-Responsible
16. Neat-Unkempt

The exact wording of these items will be found by referring to a copy of the questionnaire in Appendix D. The responses to items 1 through 10 were on a three-point, defined interval, scale. The responses to items 11 through 18 were on a five-point, undefined, scale.

In order to combine the ratings within the composites, the three-point scales of items 1 through 10 were changed mathematically from 1, 2, and 3, to 40, 20, and 00, respectively. This was so that the largest number would represent the "good" end of the scale, or the "desirable" characteristics. The values for items 13, 16, and 18 were changed mathematically from 1, 2, 3, 4, and 5, to 40, 30, 20, 10, and 00, respectively. This also placed the score representing the "good" characteristics at the high end of the scale. For items 12 and 15, the high values were already representative of the desirable characteristics, so for them the values of 1, 2, 3, 4, and 5 were changed to 00, 10, 20, 30, and 40, respectively.

For the Classroom Performance Composite (CPC) the possible scores were from 00 for the completely negative evaluation on the four items, to 160 for the completely favorable evaluation; the middle or neutral point for this composite was 80. For the School Adjustment Composite (SAC), with its seven items, the negative evaluation was also 00, but the completely favorable score was 280 and the neutral point 140.

Both the Classroom Performance and School Adjustment Composites for each set of means given in Appendix A were computed. The composites for the students in the 1967 summer programs are given in Table 6-2; Table 6-3 contains the same composites for the programs in the regular school year; and Table 6-4 contains the composites for various groups of students for comparative purposes.

These same data are shown graphically in Figures 6-1 through 6-6. In these figures the programs have been rearranged in ascending order of the numerical value of the composites for the 1967 mean. Arrows have been drawn showing the direction of change. The arrow starts at the point corresponding to the score of the 1967 composite, and the tip of the arrow indicates the 1968 value. If the arrow points to the right, then the students in that program had a higher composite score in 1968 than they did in 1967. If it points to the left, then their composite score decreased, and the students changed in an "undesirable" direction, as evaluated by their classroom teachers.

In Figure 6-1, showing the Classroom Performance Composites for the summer 1967 programs, all programs show change in a positive direction with the exception of three -- Summer Occupational Orientation, Theater Workshops, and the MSD JHS & Teacher Training Institute students. Of these, the latter made the greatest negative change.

Figure 6-2 shows the School Adjustment Composites for these same summer programs. There were five programs which showed negative trends. The same three that decreased in the Classroom Performance Composite also decreased here; two more showed a negative trend -- the Georgetown College Orientation Program and the Summer Camping Program.

Both of these figures show a tremendous range between the scores of the students in the program at the top of each chart and the program at the bottom. This indicates that these summer programs covered a wide range of children, according to the classroom teacher. It should be remembered that this evaluation covered only those students who were in Title I schools in both June 1967 and June 1968.

All of the programs in the lower part of the two figures have students whose composites show that their teacher evaluations were well above average to begin with. It is quite probable that these students are not potential dropouts. Moreover, it appears that many of these summer programs had a negative effect on the students in them, particularly as shown by the School Adjustment Composite.

Figures 6-3 and 6-4 show the Classroom Performance Composites and School Adjustment Composites for students in the regular 1967-68 school year programs. In Figure 6-3, all programs showed change in a positive direction with the exception of two which showed a negative trend -- the students to whom the Urban Service Corps gave hearing aids, and the students in the Breakfast Program, the latter with a just perceptible downward trend.

Figure 6-4 shows that the students in four programs had a negative change and in two more the scores were practically unchanged. Again the students who were supplied with hearing aids by the Urban Service Corps had the greatest downward trend. Also with moderate downward trends were the students in the Reading Incentive Seminars, the Model School Division students with teacher aides, and the Model School Division English in Every Classroom Program. The other programs that were stationary, or practically so, were the MSD Special Aides, "Model" Model Schools, and Model School Division students as a whole.

It is quite evident from these two figures that the amount of change was not nearly so great as for the summer programs. It is also noticeable that the over-all range of composites was not so great, either. The range of composites for the summer programs was from 43.1 to 125.7 for the CPC compared with 48.4 to 95.7 for the regular school year. For the SAC the range for the summer programs was from 100.6 to 230.0 compared with 130.0 to 199.8 for the regular school year.

Figures 6-5 and 6-6 were derived from the data in Table 6-3. The set of arrows on the first four lines shows the changes for boys on the left and for girls on the right, for identified students in programs and not in programs, then for non-identified students in programs and not in programs. The set of arrows on the next four lines shows the changes for a sample of boys and girls at grade levels 1-3, 4-6, 7-9, and 10-12, taken from the 25,003-record tape (Reformatted Master Tape). Three hundred boys and three hundred girls were drawn at each level. The remaining set of arrows was taken from the Matched Data Tape, for all males, all females, the 10% control sample (those students not in the 23 Title I programs listed in Table 6-1), and all students in the Model School Division on this tape.

The arrows show that most groups changed in the positive direction. This is quite different from the previous report* where the over-all trends of all items were in a negative direction. No data were available in the last report on differences either by grade level or by sex. Figure 6-5 shows that there is a considerable amount of difference between grade groups and between the boys and the girls. In this figure there is only one group that moved in a negative direction -- the grade 10-12 girls. The girls at the grade 7-9 level showed no change between the two evaluations.

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* "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967"

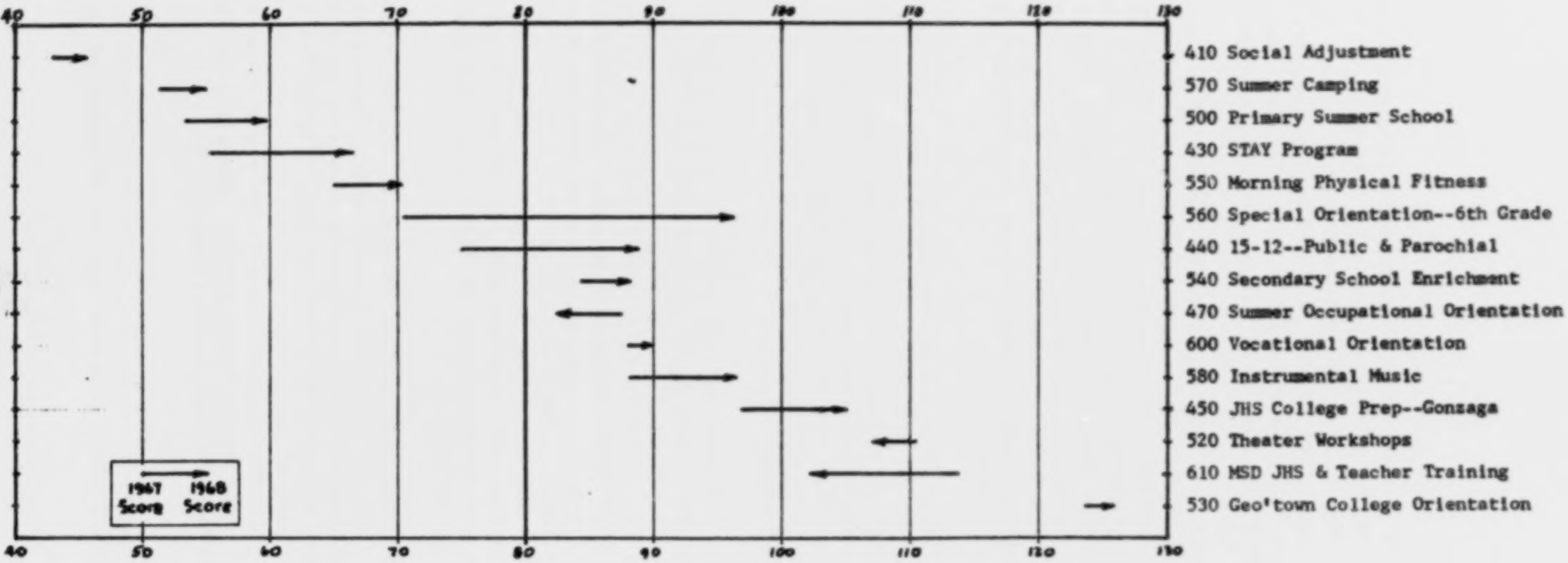

Figure 6-1. Change in Classroom Performance Composite for students in selected summer programs. (Classroom Performance Composite = items 1, 2, 7, & 18)

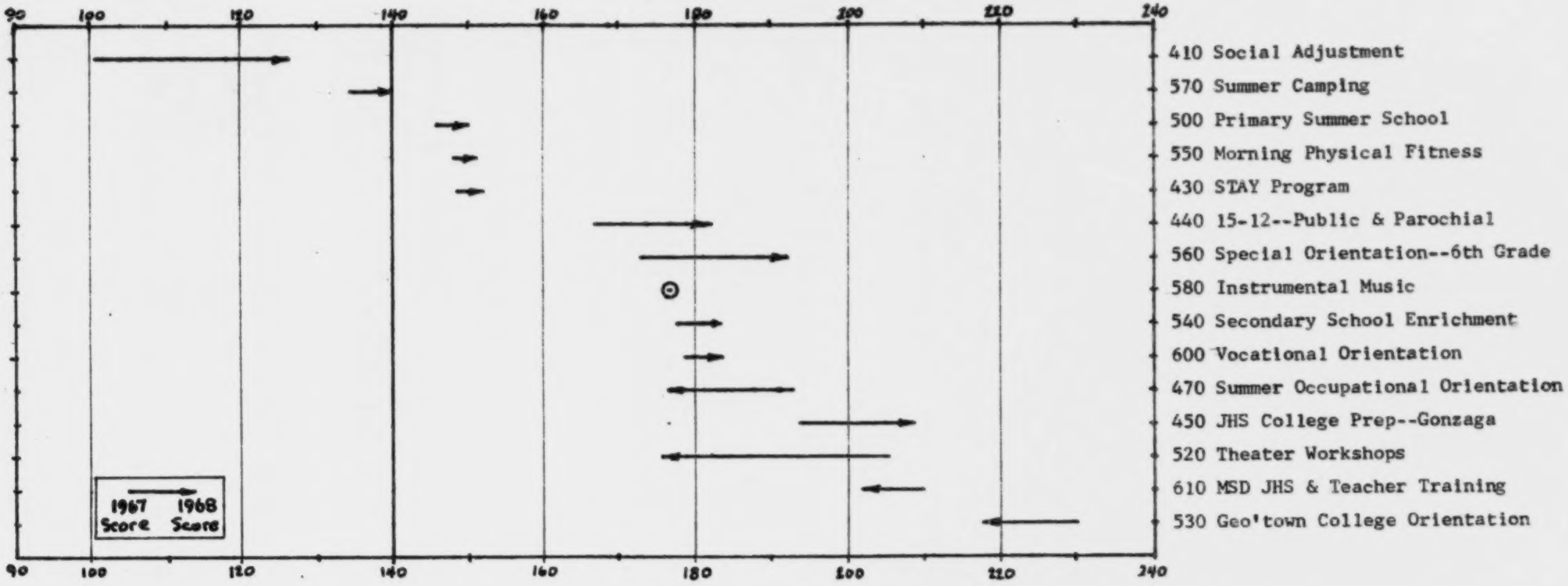

Figure 6-2. Change in School Adjustment Composite for students in selected summer programs. (School Adjustment Composite = items 3, 4, 10, 12, 13, 15, & 16)

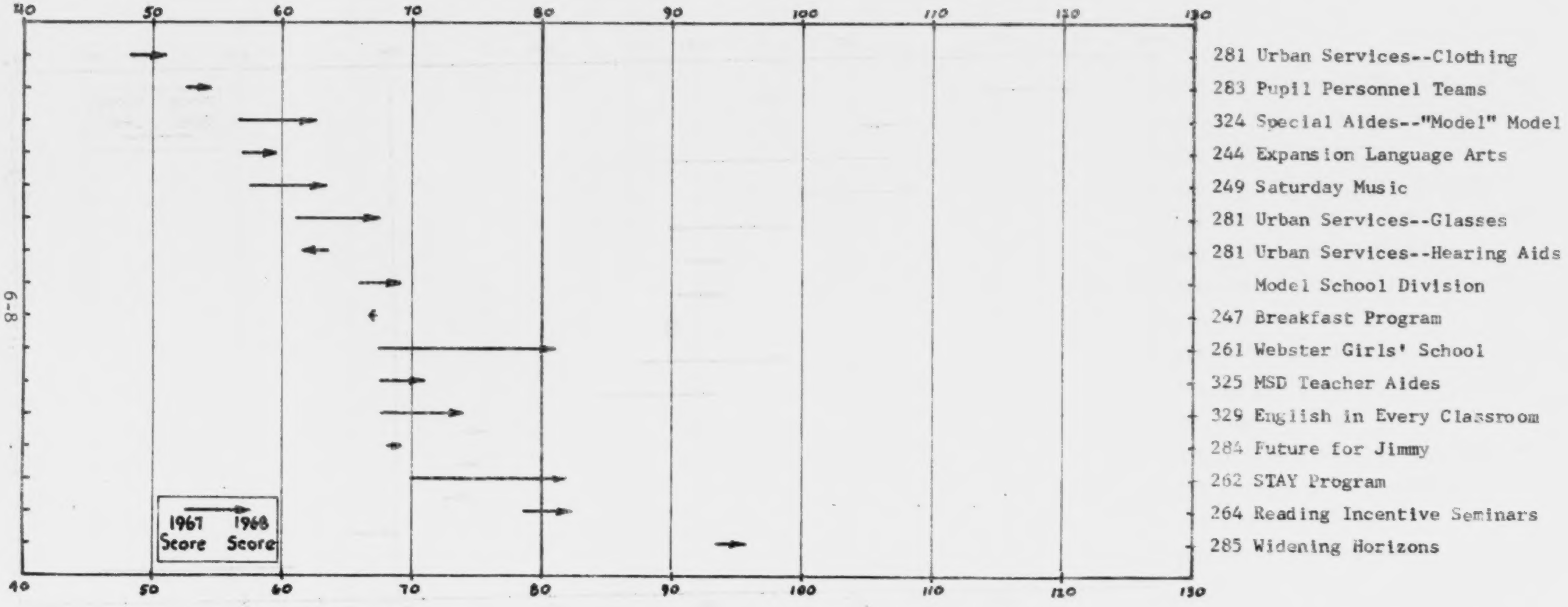

Figure 6-3. Change in Classroom Performance Composite for students in selected regular school programs. (Classroom Performance Composite = items 1, 2, 7, & 18)

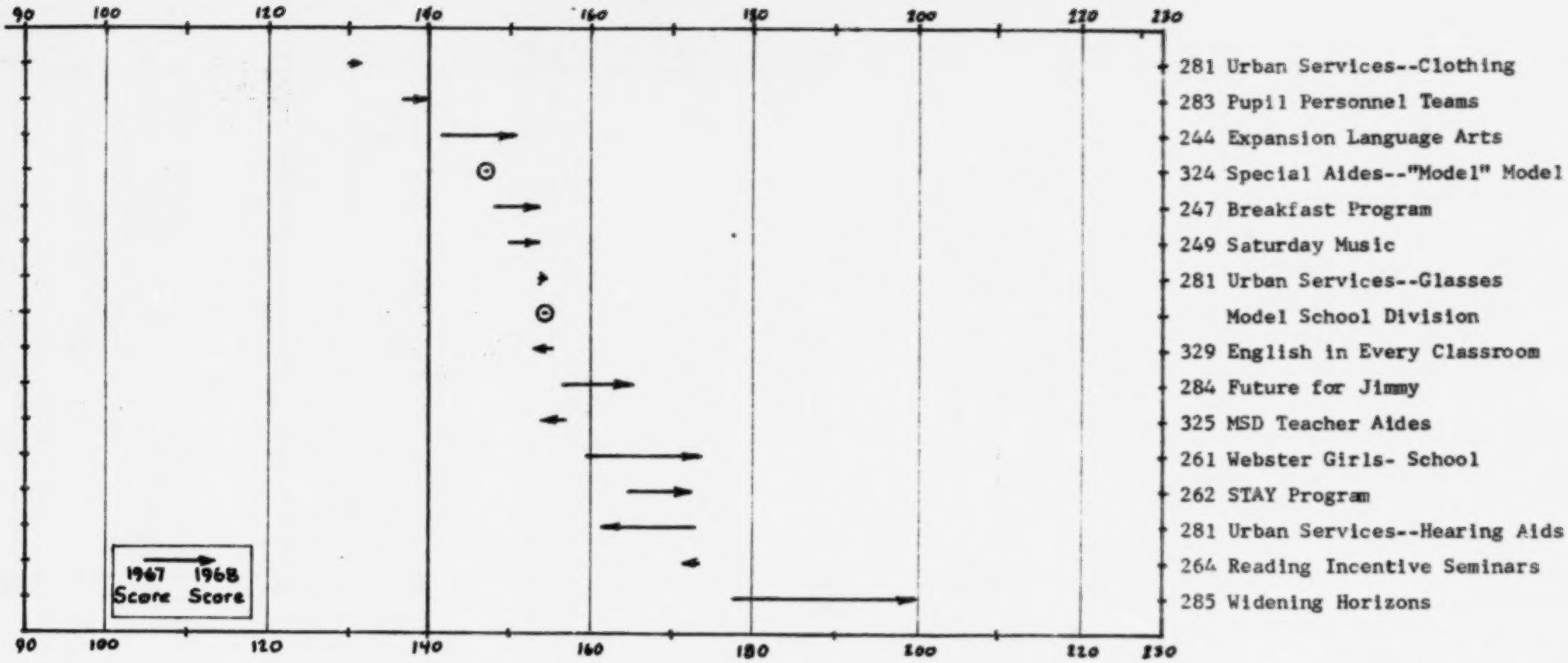

Figure 6-4. Change in School Adjustment Composite for students in selected regular school programs. (School Adjustment Composite = items 3, 4, 10, 12, 13, 15, & 16)

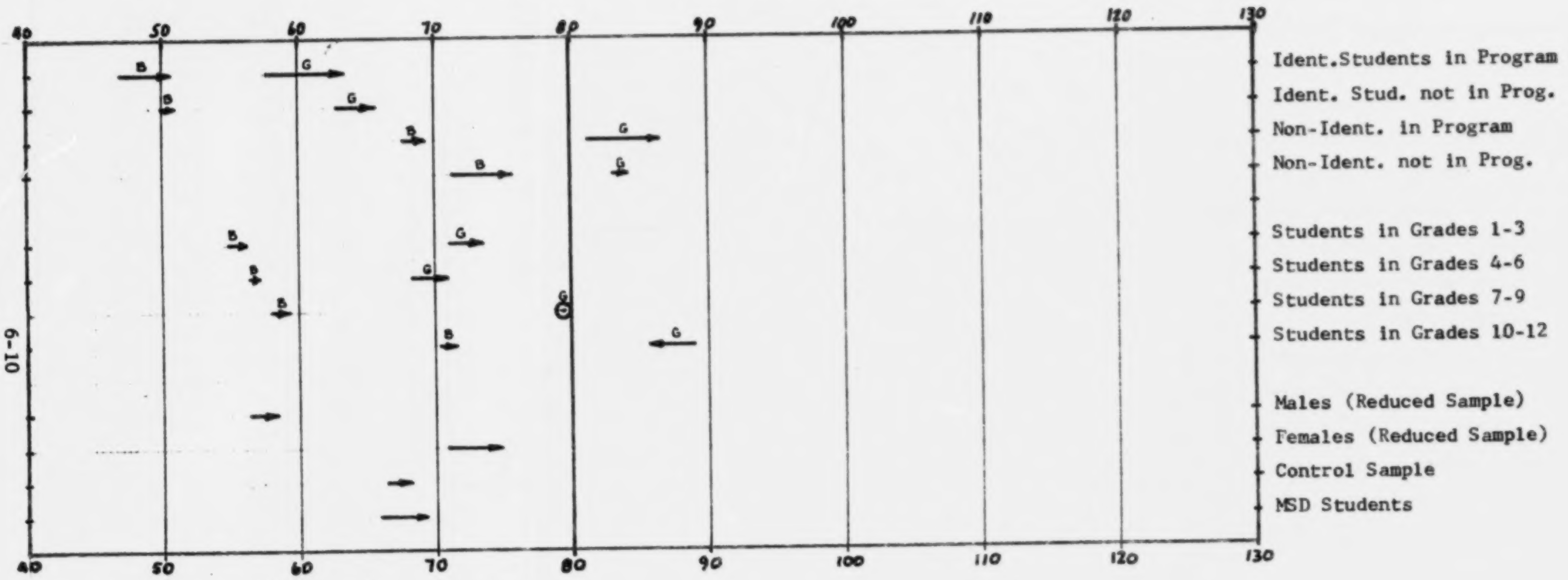

Figure 6-5. Classroom Performance Composite for various groups of target-area students. (Classroom Performance Composite = items 1, 2, 7, & 18)

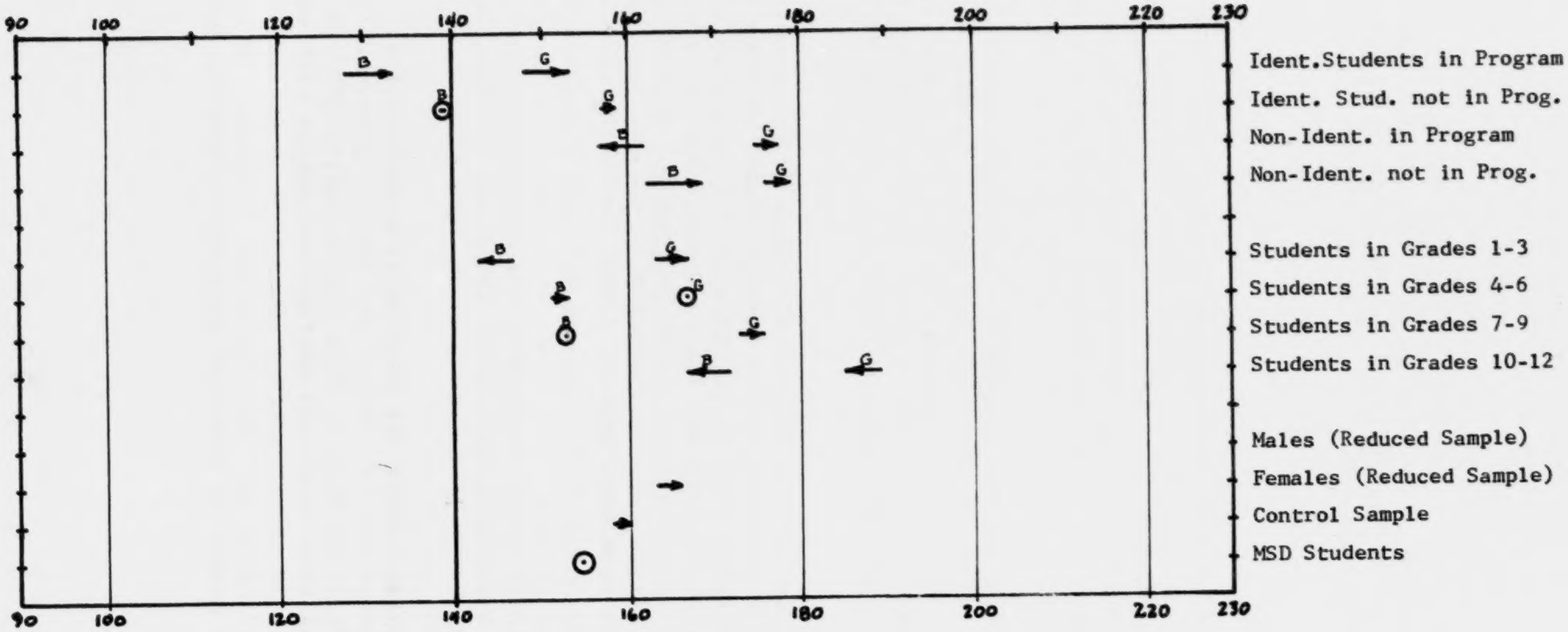

Figure 6-6. School Adjustment Composite for various groups of target-area students. (School Adjustment Composite = items 3, 4, 10, 12, 13, 15, & 16)

In Figure 6-6 showing the School Adjustment Composites, there are three groups of boys whose composites go down. These are the non-identified males in programs, and the males at the grade 1-3 and the grade 10-12 levels. The identified males in programs showed no change, nor did the males in the grade 7-9 group. This means that of the nine composites for males, three go down, two show little or no change, and four go up. For the nine female composites, only one moves in the negative direction -- the grade 10-12 group. One other group, the girls at the grade 4-6 level, shows no change, but all the others move up.

Analysis of Days Absent

The Matched Data File also contained the data from SEF item 19 (days absent). This was the record of the teacher as to the number of days the student had been absent during the preceding year. The over-all average days absent of students in various groups is another way of evaluating the effects of these programs. Table 6-5 shows the average days absent during 1967 and 1968 for the same groups of students as in Tables 6-2, 6-3, and 6-4.

It will be seen that for the elementary grades the number of days absent decreased from 1967 to 1968 for both boys and girls. In the secondary grades the number increased. The largest decrease was for the grade 1-3 boys, with a change of a little over 3 days. The largest increase was for the 10-12 grade girls. Here they averaged almost 2 days more absences in 1968 than in 1967.

The range of absences in the rest of the table is quite extreme. Most of the programs showed a decrease in the average number of days absent. The ones that showed an increase tend to be those in the secondary schools. The Reading Incentive Seminar Program was one of these. The Breakfast Program, however, was basically an elementary school program but showed an increase in absences of over 2 days. Both the Future for Jimmy Program and the Widening Horizons Program showed favorable absence rates. Widening Horizons, a 9th grade program, not only showed a decrease of 1.2 days per student but was also 4 days less on the average than 7-9th graders in 1968. In another junior high school program, English in Every Classroom, the students dropped 1.5 days of absences in 1968. This put them well below the grade 7-9 boys in 1968 and below the girls as well.

In the summer programs there was considerable variability. One that showed a tremendous change for the better was the Georgetown College Orientation, which showed a decrease from 21 days absent during 1967 to 13 days in 1968. This 13 days was even below the average for senior high school boys and girls. Two other programs showed absence rates well in excess of the average -- the Social Adjustment Program and the STAY Summer Program. In the Social Adjustment Program the number of absences decreased somewhat, but did not in STAY.

Several programs showed a considerable increase in the number of days absent. The largest change was in the Summer Occupational Orientation Program, where the average went up almost 7 days. Another group which showed a large increase was the students in the Model School Division Summer Institute, where the number of absences more than doubled. While the resulting average was somewhat below the average for junior high school children in general, a change of this nature should be investigated.

Factor Analysis of SEF Data from Matched Data Tape

In order to determine the factorial structure of the two sets of SEF evaluations, eight subsamples were drawn from the Matched Data Tape (MDT). All cases were divided into four grade groups where the record contained the grade level in June 1968, and then was further divided by sex. From these eight subsamples, three hundred cases were drawn at random. These subsamples accounted for the proportions of the available cases in the MDT as indicated below:

	Grades	Sample Size	Total in MDT	%		Grades	Sample Size	Total in MDT	%
BOYS	1-3	300	3111	9.64	GIRLS	1-3	300	2811	10.67
	4-6	300	2878	10.42		4-6	300	2558	11.73
	7-9	300	1680	17.86		7-9	300	1699	17.66
	10-12	300	650	46.15		10-12	300	624	48.08

In order to compensate for missing data in the particular items of the SEF's, the value corresponding to the over-all mean for that particular item was substituted. These corrections facilitated the computational process, and do not affect the factor analysis. Using the Varimax rotation,* factors were abstracted until the last factor contributed less than 5% to the total variance. In every case four factors emerged, accounting for total variance in each case as follows:

	Grades	% of Variance		Grades	% of Variance
BOYS	1-3	48.04	GIRLS	1-3	49.35
	4-6	49.55		4-6	51.02
	7-9	51.62		7-9	53.21
	10-12	44.95		10-12	49.56

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* The computer program for the Varimax rotation was used from the Program Library of The George Washington University Computer Center.

The means and standard deviations for each of the eight sets of variables used in the correlation matrices are given in Appendix A. Thirty-eight of the variables consisted of the first 19 items from the 1967 and 1968 SEF's. The 39th item was whether or not the particular student was "identified" as a potential dropout.

The four factors which emerged were usually composed of the same three factors found in the 1967 report, but in various combinations. Table 6-6 shows these four factors from each group. Most of the factors consisted of variables which made up the Classroom Performance Composite (CPC), the School Adjustment Composite (SAC), and a third group of items which often formed a factor which has been named "Aggressive Leadership." These three groups of items were combined in various ways. Sometimes the factor was made up of items from one SEF for only one composite and sometimes from both. Sometimes the CPC or the SAC were combined from the two years. Sometimes the Aggressive Leadership factor was composed of the items from a single year, and sometimes from both years. It is interesting to note that for both the boys and girls in both the 4-6 and the 7-9 grade groups there was agreement between the two sets of SEF's as to the characteristics of aggressive leaders. In the high school group there was no such agreement, because the variables that made up the two factors were different.

From these factor analyses it can be concluded that there were three principal sets of items from both sets of SEF's. They were composed of the following items listed in the order of the average relative strength of these items in the composite:

School Adjustment Composite

SEF Item 12. Cooperative
15. Responsible
10. Cooperates with teacher
13. Friendly
4. Emotionally mature
3. Gets along with other children
16. Neat

Classroom Performance Composite

SEF Item 1. Applies himself to school work (above average)
2. Does his school work (above average)
18. Alert
7. Likes to read

Aggressive Leadership

SEF Item 14. Aggressive
17. Leader
11. Defiant
6. Understand speech (above average)

Item 5, favorable attitude toward school, did not appear on any of the above lists of items. This item, however, was found fairly often with one or the other of the two composites, and because it was often split between the two, was not included in either.

Item 8, effect of home environment on school work, also was found in both the Classroom Performance Composite and the School Adjustment Composite. When its correlations with other variables in the same SEF were examined, it was found to correlate highest with item 15, responsible-irresponsible, most of the time (r = -.40 to -.61). It was also found to have relatively high correlations with item 5, favorable attitude toward school (r = .40 to .59).

Correlations of Corresponding Items

From the eight factor analyses of the SEF by grade and sex have been abstracted the correlations of each of the first 19 items on the 1967 SEF with the corresponding items on the 1968 SEF. These correlations are shown in Table 6-7. Also shown in the table are the averages of the eight correlations for each item. It will be seen that the average correlation for the four items making up the Classroom Performance Composite was .3354. The average of the seven items in the School Adjustment Composite was .2571. For the Aggressive Leadership factor the average of these three items was .2391.

The stability of the composites is much greater than that of any of the individual items, and therefore they are more appropriate for measuring the effects of Title I programs than any single item would have been.

Distribution of 1968 SEF Item Responses

Appendix A contains the distribution of item responses for a sample of boys and girls in grades from kindergarten through 12th grade. These distributions are given so that the actual responses may be seen. They also present a better picture of the teachers' evaluations over the range of grades. Attention is called to the fact that the figures given in the lines labeled "above average", "average", and "below average" are percentages. Any differences from 100% are due to rounding errors. The figure given for total is the number of students in that particular group. Average score is based upon the assignment of scale values to these responses. Items 1 through 10 were assigned "1", "2", or "3" for the first, second, or third response, respectively. Items 11 through 18 were assigned "1" through "5" for the first through the fifth response, respectively. The data in items 19 and 20 were supplied by the teachers. Items 21 through 24 were punched "1" for No and "2" for Yes responses. In these four questions the average score reflects the percentage of "Yes" responses to these questions. For example, for grade 2 boys, the average score for item 24, Has he been in a Team Teaching Program, was 1.10. This means that 10% of this group were in classes with team teaching.

For item 25, how much of his time is spent in a classroom with a teacher aide present, the options were assigned values of "1", "2", "3", and "4", respectively. The average scores in this case were meaningless.

Two other distributions of SEF items are reported in Chapter 8 in the sections on the STAY Program and the Webster Girls' School. Because in these two programs the teachers themselves were part of the Title I program being evaluated, it was decided to treat them separately from evaluations made by regular classroom teachers.

Table 6-1

LIST OF 23 PROGRAMS USED IN OBTAINING MATCHED DATA TAPE
(5521 RECORDS)

Summer

#410	Social Adjustment
#430	STAY Program
#440	Joint Public & Parochial--15-12
#450	JHS College Prep--Gonzaga
#470	Summer Occupational Orientation
#500	Primary Summer School
#520	Theater Workshops
#530	Georgetown College Orientation
#540	Secondary School Enrichment
#560	Special Orientation for 6th Graders
#570	Summer Camping
#580	Instrumental Music
#600	Vocational Orientation
#610	MSD JHS & Teacher Training Institute

Regular

#244	Expansion of Language Arts Program
#247	Breakfast Program
#249	Saturday Music Program
#264	Reading Incentive Seminars
#281	Urban Service Corps - Clothing
#281	Urban Service Corps - Glasses
#281	Urban Service Corps - Hearing Aids
#284	Future for Jimmy
#285	Widening Horizons

Table 6-2

COMPARISONS OF COMPOSITES OF TEACHER EVALUATIONS BETWEEN JUNE 1967 AND JUNE 1968 FOR STUDENTS IN VARIOUS TITLE I SUMMER 1967 PROGRAMS

		N		Classroom Performance Composite			School Adjustment Composite		
Code	Program	Pre-T	Post-T	Pre-T	Post-T	Diff.	Pre-T	Post-T	Diff.
410	Social Adjustment	53	56	43.1	45.6	+ 2.5	100.6	126.2	+25.6
430	STAY	34	36	55.3	66.3	+11.0	148.5	152.1	+ 3.6
440	Joint Public & Parochial--15-12	32	37	75.0	88.7	+13.7	166.6	181.9	+15.3
450	JHS College Prep--Gonzaga	16	19	97.0	104.9	+ 7.9	193.8	208.4	+14.6
470	Summer Occupational Orientation	55	59	87.5	82.4	- 5.1	193.0	176.5	-16.5
500	Primary Summer School	633	667	53.5	59.6	+ 6.1	146.0	149.9	+ 3.9
520	Theater Workshops	18	19	110.4	107.1	- 3.3	205.3	175.6	-29.7
530	Georgetown College Orientation	14	14	123.7	125.7	+ 2.0	230.0	217.3	-12.2
540	Secondary School Enrichment	64	71	84.4	88.1	+ 3.7	177.8	183.4	+ 5.6
550	Morning Physical Fitness	65	69	65.0	70.2	+ 5.2	148.2	151.0	+ 2.8
560	Special Orientation for 6th Grade	22	25	70.5	96.3	+25.8	172.7	192.2	+19.5
570	Summer Camping	372	396	51.3	55.0	+ 3.7	134.2	139.9	+ 5.7
580	Instrumental Music	28	27	88.2	96.4	+ 8.2	176.4	176.5	+ 0.2
600	Vocational Orientation	71	76	88.1	89.8	+ 1.7	178.6	183.5	+ 4.9
610	MSD JHS & Teacher Training Inst.	41	43	113.7	102.2	-11.5	209.9	202.1	- 7.8

Table 6-3

COMPARISONS OF COMPOSITES OF TEACHER EVALUATIONS
BETWEEN JUNE 1967 AND JUNE 1968
FOR STUDENTS IN VARIOUS TITLE I REGULAR PROGRAMS

Code	Program	N		Classroom Performance Composite			School Adjustment Composite		
		Pre-T	Post-T	Pre-T	Post-T	Diff.	Pre-T	Post-T	Diff.
244	Expansion of Language Arts	164	170	57.0	59.5	+ 2.5	141.4	150.7	+ 9.3
247	Breakfast Program	110	117	67.2	66.7	- 0.5	148.1	153.3	+ 5.2
249	Saturday Music Program	56	58	57.5	63.3	+ 5.8	149.9	153.2	+ 3.3
261	Webster Girls' School	76	76	67.4	81.0	+13.6	159.6	173.6	+14.0
262	STAY Program	152	150	69.9	81.8	+11.9	164.7	172.4	+ 7.7
264	Reading Incentive Seminars	196	211	78.7	82.2	+ 3.5	173.4	171.3	- 2.1
281	Urban Service Corps--Clothing	813	876	48.4	50.9	+ 2.5	130.0	131.3	+ 1.3
281	Urban Service Corps--Glasses	165	174	61.1	67.4	+ 6.3	153.8	154.6	+ 0.8
281	Urban Service Corps--Hearing Aids	13	15	63.5	61.5	- 2.0	173.1	161.4	-11.7
283	Pupil Personnel Teams--Caseload	664	557	52.6	54.4	+ 1.8	136.7	140.1	+ 3.4
284	Future for Jimmy	150	155	68.1	69.1	+ 1.0	156.8	165.1	+ 8.3
285	Widening Horizons	44	51	93.5	95.7	+ 2.2	177.7	199.8	+22.1
324	Special Aides, "Model" Model Schools	227	236	56.7	62.4	+ 5.7	146.8	146.9	+ 0.1
325	Teacher Aides & Assistants, MSD	848	933	67.6	70.8	+ 3.2	157.1	153.5	- 3.6
329	English in Every Classroom, MSD	488	520	67.7	73.8	+ 6.1	155.2	152.9	- 2.3

Table 6-4

COMPARISONS OF COMPOSITES OF TEACHER EVALUATIONS
BETWEEN JUNE 1967 AND JUNE 1968
FOR VARIOUS GROUPS OF STUDENTS IN TITLE I SCHOOLS

		N		Classroom Performance Composite			School Adjustment Composite		
		Pre-T	Post-T	Pre-T	Post-T	Diff.	Pre-T	Post-T	Diff.
Identified Students in Programs	M	863	807	47.1	50.8	+3.7	127.8	133.1	+5.3
	F	614	579	57.8	63.3	+5.5	148.4	153.7	+5.3
Identified Students not in Programs	M	392	365	49.8	51.0	+1.2	139.4	139.2	-0.2
	F	279	266	62.9	65.8	+2.9	157.4	159.0	+1.6
Non-Identified Students in Programs	M	362	334	67.8	69.4	+1.6	162.1	157.0	-5.1
	F	465	431	81.2	86.5	+5.3	175.1	177.7	+2.6
Non-Identified Students not in Programs	M	248	224	71.3	75.7	+4.4	162.6	168.8	+6.2
	F	353	339	83.1	84.2	+1.1	176.1	179.2	+3.1
Students in Grades 1-3	M	300	300	54.9	56.2	+1.3	147.5	142.9	-4.6
	F	300	300	71.2	73.5	+2.3	163.9	167.0	+3.1
Students in Grades 4-6	M	300	300	56.4	57.2	+0.8	151.6	153.5	+1.9
	F	300	300	68.1	70.9	+2.8	167.1	167.4	+0.3
Students in Grades 7-9	M	300	300	58.1	59.4	+1.3	153.1	153.1	0.0
	F	300	300	79.7	79.8	+0.1	173.1	176.5	+3.4
Students in Grades 10-12	M	300	300	70.4	71.4	+1.0	172.2	167.0	-5.2
	F	300	300	89.0	85.7	-3.3	189.4	185.4	-4.0
Males (reduced sample)		2694	2869	56.3	58.4	+2.1	142.2	143.8	+1.6
Females (reduced sample)		2471	2613	70.8	74.6	+3.8	163.6	166.0	+2.4
Control Sample		1820	1929	66.4	68.1	+1.7	158.3	160.1	+1.8
Model School Division Students		1264	1342	65.9	69.1	+3.2	154.8	154.4	-0.4

Table 6-5

COMPARISON OF AVERAGE NUMBER OF DAYS ABSENT IN 1967 AND 1968 FOR STUDENTS IN VARIOUS TITLE I PROGRAMS AND GROUPS

Program Number	Title	1967	1968	Diff.
	SUMMER 1967			
410	Social Adjustment	33.52	27.88	-5.64
430	STAY Program	21.75	23.29	+1.54
440	Joint Public & Parochial--15-12	6.54	10.55	+4.01
450	JHS College Prep-Gonzaga	9.67	9.27	-0.40
470	Summer Occupational Orientation	10.50	17.16	+6.66
500	Primary Summer School	9.76	8.79	-0.97
520	Theater Workshops	6.64	6.00	-0.64
530	Georgetown College Orientation	21.36	13.30	-8.06
540	Secondary School Enrichment	10.22	13.97	+3.75
550	Morning Physical Fitness	8.28	8.98	+0.60
560	Special Orientation for 6th Graders	6.19	8.05	+1.86
570	Summer Camping	11.87	10.62	-1.25
580	Instrumental Music	9.27	4.74	-4.53
600	Vocational Orientation	6.81	7.02	+0.21
610	MSD JHS & Teacher Training Institute	5.35	11.00	+5.65
	REGULAR YEAR 1967-68			
244	Expansion of Language Arts Program	10.30	8.24	-2.06
247	Breakfast Program	9.59	11.73	+2.14
249	Saturday Music Program	11.78	9.33	-2.45
264	Reading Incentive Seminars	12.32	13.66	+1.34
281	Urban Service Corps - Clothing	17.04	16.27	-0.77
281	- Glasses	12.86	11.35	-1.51
281	- Hearing Aids	8.92	6.31	-2.61
283	Pupil Personnel Teams - Caseload	15.50	13.16	-2.34
284	Future for Jimmy	12.02	13.28	+1.26
285	Widening Horizons	11.86	10.49	-1.37
324	Special Aides, "Model" Model Schools	15.31	12.02	-3.29
325	Teacher Aides & Assistants	14.77	12.90	-1.87
329	English in Every Classroom	14.93	13.66	-1.27

Table 6-5 (Continued)

Title		1967	1968	Diff.
VARIOUS GROUPS				
Identified Students in Programs	M	15.09	13.74	-1.35
	F	13.96	13.57	-0.39
Identified Students not in Programs	M	15.15	12.69	-2.46
	F	12.41	12.59	+0.18
Non-Identified Students in Programs	M	11.40	11.46	+0.06
	F	9.76	11.49	+1.73
Non-Identified Students not in Programs	M	9.14	8.94	-0.20
	F	11.15	10.65	-0.50
Students in Grades 1-3	M	13.26	10.21	-3.05
	F	12.51	12.15	-0.36
Students in Grades 4-6	M	11.57	10.11	-1.46
	F	10.89	10.77	-0.12
Students in Grades 7-9	M	16.18	17.23	+1.05
	F	13.36	14.37	+1.01
Students in Grades 10-12	M	14.94	15.85	+0.91
	F	13.43	15.26	+1.83

Table 6-6

FACTORS OBTAINED FROM FACTOR ANALYSIS OF MATCHED
1967 AND 1968 STUDENT EVALUATION FORM DATA FOR GRADE GROUPS

Factor Number	Boys Factor Title	Factor Number	Girls Factor Title
		Grades 1-3	
I	1968 CPC	I	1968 CPC and SAC
II	1967 SAC	II	1967 CPC and SAC
III	1967 CPC	III	1968 Aggressive Leadership
IV	1968 SAC	IV	1967 Cooperativeness
		Grades 4-6	
I	1968 CPC and SAC	I	1967 CPC and SAC
II	1967 CPC and SAC	II	1967 Aggressive Leadership
III	1967&68 Aggressive Leadership	III	1968 CPC
IV	Days absent 1967 and 1968	IV	1968 SAC
		Grades 7-9	
I	1968 CPC and SAC	I	1968 CPC and SAC
II	1967 CPC	II	1967 CPC and SAC
III	1967&68 Aggressive Leadership	III	1967&68 Aggressive Leadership
IV	1967 SAC	IV	1967&68 Absence, poor health
		Grades 10-12	
I	1968 CPC and SAC	I	1968 CPC and SAC
II	1967 CPC and SAC	II	1967 CPC and SAC
III	1967 Aggressive Leadership	III	1967 Aggressive Leadership
IV	1968 Aggressive Leadership	IV	1968 Aggressive Leadership

NOTES: CPC - Classroom Performance Composite (SEF items 1, 2, 7, and 18)
SAC - School Adjustment Composite (SEF items 3, 4, 10, 12, 13, 15, and 16)
Aggressive Leadership (SEF items 14, 17, and 11)

Table 6-7

CORRELATIONS BETWEEN CORRESPONDING ITEMS OF THE 1967 AND 1968 STUDENT EVALUATION FORM FOR 8 GROUPS OF TITLE I STUDENTS

Item	Var. No.		Gr. 1-3		Gr. 4-6		Gr. 7-9		Gr. 10-12		
No.	1967	1968	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Average
1	2	21	.313	.367	.368	.448	.413	.422	.316	.377	.378
2	3	22	.305	.371	.419	.495	.386	.474	.301	.343	.387
3	4	23	.282	.133	.271	.152	.175	.254	.113	.116	.187
4	5	24	.311	.279	.322	.170	.336	.310	.241	.216	.273
5	6	25	.224	.216	.354	.355	.474	.375	.392	.349	.342
6	7	26	.394	.197	.286	.255	.314	.240	.138	.191	.252
7	8	27	.308	.251	.361	.474	.321	.299	.364	.257	.329
8	9	28	.273	.299	.381	.200	.336	.304	.227	.314	.292
9	10	29	.106	.104	.134	.120	.140	.231	.245	.202	.160
10	11	30	.237	.131	.286	.213	.238	.303	.365	.230	.250
11	12	31	.303	.240	.312	.294	.280	.306	.136	.191	.258
12	13	32	.254	.277	.366	.249	.358	.340	.320	.305	.309
13	14	33	.189	.112	.254	.168	.148	.220	.116	.083	.161
14	15	34	.265	.265	.209	.306	.332	.294	.273	.227	.271
15	16	35	.279	.242	.295	.299	.362	.297	.319	.369	.308
16	17	36	.425	.345	.325	.331	.368	.310	.243	.145	.312
17	18	37	.135	.230	.183	.222	.160	.200	.103	.276	.189
18	19	38	.338	.425	.328	.417	.329	.235	.300	.240	.326
19	20	39	.348	.166	.505	.101	.444	.516	.224	.214	.315

Note: The means and standard deviations for the variables in each correlation matrix will be found in Appendix A.

Chapter 7

ANALYSIS OF RESULTS OF REGULAR TESTING PROGRAM

In order to compare the performance of Title I schools with that of non-Title I schools, to see whether or not successive years of effort had made any noticeable change, the test scores of elementary schools in the D.C. public school system were converted into percentile scores or ranks for various sets of scores in reading achievement.

The test scores available for analysis were:

1963-64	Grade 4	Metropolitan Achievement Test - Reading
1965-66	Grade 2	Metropolitan - Reading
	Grade 4	STEP (Sequential Test of Education Progress) - Reading
	Grade 6	Stanford (paragraph meaning)
1966-67	Grade 2	Metropolitan - Reading
	Grade 4	STEP - Reading
	Grade 6	STEP - Reading
1967-68	Grade 4	STEP - Reading
	Grade 6	STEP - Reading

The frequency distributions of the schools according to their percentile ranks are shown in Table 7-1, with the schools divided into Title I schools and non-Title I schools. There are differing numbers in the various groups because whole grades were missing in some schools. The two columns at the right of the table show an over-all percentile rank.

An over-all comparison was obtained by averaging the percentile scores of each school over the nine scores that were available. The schools were then once again placed in percentile order by converting the average to percentiles. This yields only an approximation of the actual standing, but was done because of the variety of tests used in the various grades. The Title I schools were again compared with non-Title I schools on this new statistic.

Figure 7-1 shows visually how the Title I schools compare with the other schools on each test. In this figure each individual diagram is a schematic representation of the distribution of each column of numbers from

Table 7-1

COMPARISON OF TITLE I ELEMENTARY SCHOOLS VERSUS ALL OTHERS BASED ON PERCENTILE RANKS ON STANDARDIZED READING ACHIEVEMENT SCORES FOR THE LAST THREE YEARS

	Grade 2				Grade 4								Grade 6						All Grades All Years Combined	
	Metropolitan Rdg.*				Met. Rdg.		S T E P *						Stanfd.*		S T E P					
	1965-66		1966-67		1963-64		1965-66		1966-67		1967-68		1965-66		1966-67		1967-68			
Percentile Rank	T.I	Non-	T.I	Non-	T.I	Non-	T.I.	Non-	T.I	Non-	T.I	Non-	T.I	Non-	T.I	Non-	T.I	Non-	T.I	Non-
95-99	1	7		7		10		8		7		7		7		8		6		6
90-94		5		4	1	3		6		6	1	5	1	5		6		6		7
85-89		6	1	4		5		6	3	3	1	5	2	4	1	5	1	5		1
80-84	1	7		2	1	7	3	5		9		6	2	6	1	4	2	5	1	3
75-79	3	4		6	2	6		3		3		2	1	6	1	6		2		6
70-74			1	8		7		5	2	4	1	5	3	4		8	1	8	1	8
65-69	2	13			2	3	3	8	3	5	1	11			3	2	1	7		7
60-64			4	9			6	5	3	7			1	9	4	6		3		3
55-59	4	9			9	7			1	2	4	7	3	4			4	4	4	3
50-54	2	1	8	3			6	6	2	6	5	5	3	4	4	3	5	1	2	4
45-49					5	5							2	3					5	4
40-44	11	5	3	7			7	7	8	6	2	5	5	7	11	12	10	4	5	6
35-39					8	4					7	4							10	2
30-34	8	5			7	2	9	3	6	6	6	3	10	1	8	2	10	8	10	5
25-29			10	8									5	1					7	3
20-24	7	1			9	4	3	2	6	1	4	2	2	2	9	3			9	
15-19	6	2	10	2			6	2	1	1	9		2	1	3	4	10	4	7	1
10-14					7	3	7	2	6	3	8	2	8				4	3	1	
5-9	10	2	7		6		6	1	8	1	1	2	10		10	1	4		1	
0-4	2	2	2	1	5	1	5	—	4	—	5	—	—	—	3	1	6	—	1	—
Total	57	69	46	61	62	67	61	69	53	70	53	71	60	64	62	71	58	66	64	69

* Metropolitan Achievement Test--Reading
Sequential Tests of Educational Progress--Reading
Stanford Achievement Test--Paragraph Meaning

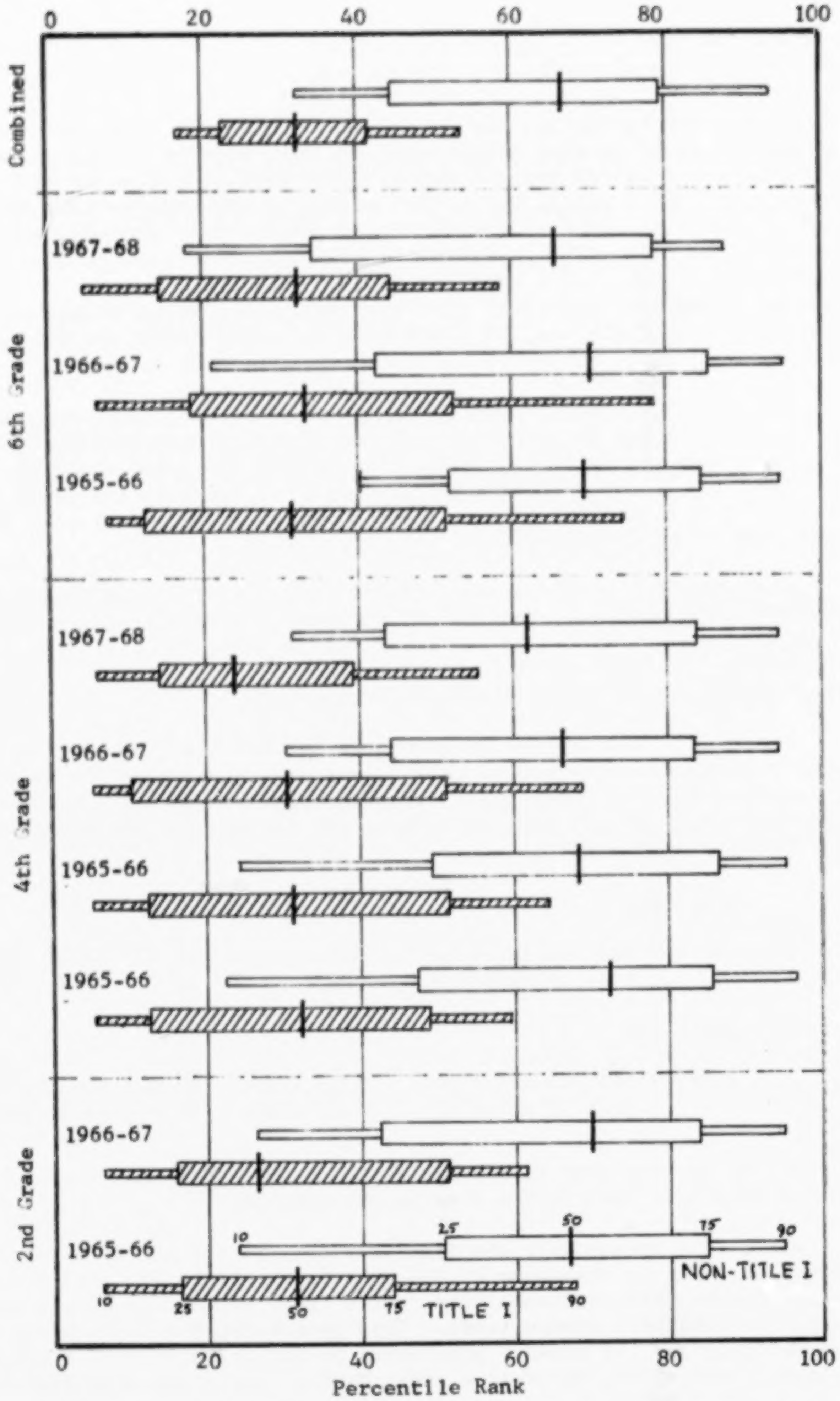

Figure 7-1. Comparison of Title I and non-Title I schools on standardized tests of reading achievement - Grades 2, 4, and 6 for various years.

Table 7-1. The bar across the center of each diagram shows the location of the median school in each group. For example, looking at 2nd grade scores, for 1965-66 the median Title I school had a city-wide rank of 31.7 and the median non-Title I school had a rank of 67.1. The wide portion in each diagram shows the range of scores for the middle half of each distribution. For the Title I schools, the middle half ranged from 16.4 to 43.9, while the non-Title I schools had a range of 50.8 to 85.1. The narrow portion of the diagrams shows the next lower and next higher 15 percent of the schools in each category. Therefore, 10 percent of the Title I schools had a city-wide ranking above 67.8, and 10 percent of them had a rank below 6.4.

The noteworthy part of these pairs of diagrams is that about half of all the schools who were not Title I scored better than 90% of the Title I schools. This can be seen from the two 1965-66 2nd grade diagrams because the right end of the Title I schools diagram is opposite the cross bar of the non-Title I schools diagram. This difference is even greater in the 2nd grade 1966-67 set of figures.

An inspection of the sets of figures for the 4th grade shows that means of both groups dropped. The 1967-68 diagrams are farther apart than in any previous year. In the 6th grade diagrams the means for the Title I groups seem to show a slight positive trend. There appears to be more overlap as well, indicating slightly better performance.

In order to see whether or not those schools that had been in the Title I program for the entire three years did better than the whole group of schools, which includes the 13 schools added in 1967-68, the percentile ranks for these schools were calculated for the 4th and 6th grades in 1967-68. These were as follows:

4th grade	10%	25%	50%	75%	90%
Title I (44 old schools)	3.7	12.8	22.0	47.0	59.0
(all 58 schools)	6.0	14.0	23.9	39.3	55.4
6th grade					
Title I (43 old schools)	4.3	14.1	33.4	51.8	59.1
(all 58 schools)	4.9	14.7	32.5	44.3	58.5

It can be seen that if any difference exists it is not in favor of the schools that have been in the program the longest.

One of the reasons for the inability of the test scores to show any appreciable gain is that many of the schools in the target area score so low on the standardized tests used that a large percentage of the children in them score at the chance level. This is because the tests which have been designed for the general population do not properly test inner-city children. Therefore, there is a great deal of variation from year to year in school ranking on these tests, particularly for Title I schools. While the higher schools tend to continue to score high, the low schools vary considerably.

In order to determine the relationship of family income to test performance, the schools were divided into four groups according to the adjusted median income of the census tract that they served. These divisions were: (1) Up to $5000, (2) $5000 to $5999, (3) $6000 to $7999, and (4) $8000 and over.

For this comparison the median test scores of each school on the 6th grade STEP test for 1968 were converted to a scale which had been developed during a study of standardized test scores in several large metropolitan cities. In this scale, the score of 20 corresponded to the average score of the three schools in any city which scored lowest on this test. The score of 80 corresponded to the average score of the three schools in any city which scored highest. Intermediate scores were obtained by a straight-line conversion. The purpose of this conversion was to be able to compare results of various types of tests without knowing the exact equivalent scores between different batteries.

The results of this conversion are shown in Table 7-2. This table shows the distribution of schools in each income group using the converted score. In order to facilitate comparisons between the several groups, these distributions were plotted in Figure 7-2 using the same type of presentation as in Figure 7-1.

Figure 7-2 shows much the same sort of comparison between the low income schools and the other schools in the figure as do the Title I schools compared with the non-Title I schools. There is not an exact one-to-one correspondence because of the manner in which Title I schools were selected in the beginning, as described in Chapter 2 (page 2-2) of the previous report. In this figure it is to be noted that 90% of the schools with incomes above $8000 have higher average test scores for their 6th grade children than do 90% of the schools serving census tracts where the median family income is below $5000.

Table 7-2

DISTRIBUTION OF SCHOOLS BY INCOME LEVEL BY CONVERTED SCORES ON STEP READING TEST, 6TH GRADE, OCTOBER 1967

Converted Score	Below $4999	$5000-5999	$6000-7999	Above $8000	Total
78-80				3	3
75-77				2	2
72-74				1	1
69-71				1	1
66-68					0
63-65					0
60-62				5	5
57-59			1	1	2
54-56	1			2	3
51-53	1	1			2
48-50			2	1	3
45-47			2		2
42-44	1	1	4		6
39-41	2	2	3	2	9
36-38	15	6	4	1	26
33-35	22	5	2		29
30-32	12	5			17
27-29	12		1		13
24-26	2				2
21-23		1			1
Total	68	21	19	19	127

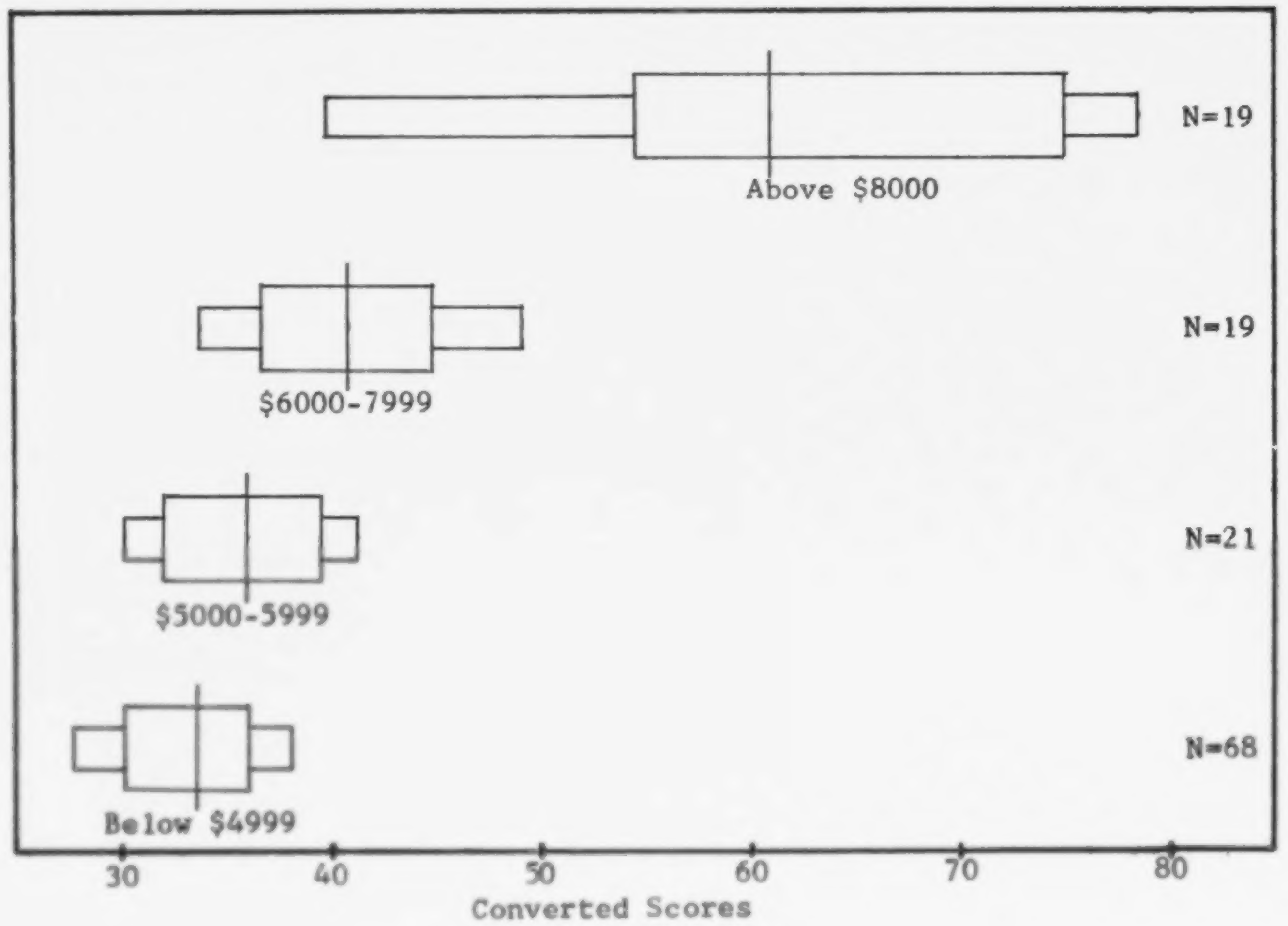

Figure 7-2. Comparison of schools in four income-level groups* using converted scores on STEP Reading Test -- 6th grade, October 1967.

(*Based upon median family income from 1960 Census of tract in which school was located.)

Chapter 8

SPECIAL STUDIES

Part A. The Pupil Personnel Services Teams Program

A general description of the Pupil Personnel Services Teams Program will be found in Chapter 4. This chapter is principally an analysis of the operation of the Teams and a description of the student population with which they dealt. The analysis is based upon the Pupil Personnel Services Team Evaluation Form (PPF) filled out by the Team members about the students in their caseload. A copy of this form will be found in Appendix D.

During the school year 1967-68 the Teams had a caseload of approximately 12,500 students in kindergarten through grade 12, derived from the 26,643 "identified" students in the target-area schools. The details of the method by which these students were identified as potential dropouts are described in Chapter 3. This method consisted essentially of the teacher marking each of her students on ten items considered to be important indicators of potential dropouts ("Instrument for Identifying Potential School Dropouts"), and from this evidence the school principal made the final decision as to which of the students in his school should be identified. However, the caseload level of the Teams permitted actively following up on only approximately 12,000 identified students.

In order to give priority treatment to those students who most needed it, a system was devised based upon the items marked on the "Instrument for Identifying Potential School Dropouts" (IDF). These categories were defined as follows:

Category I (highest priority)--Any one of the following:

A. Three or more years retarded in reading, and any one of the following:
    1. Speech and language problems as determined by a Speech Correctionist or Hearing Therapist.
    2. Course failure in any two or more courses during the last school year, or grade retention.

3. Absenteeism of an excessive nature--20 days or more in the last school year.
4. Evidence of health problems as determined by school health team.
5. Any remark in comment section reflecting serious difficulty not covered by any of the listed items.

B. Four or more checks in the ten items of the form.

C. Any student checked for "evidence of behavioral problems and active referral to the Department of Pupil Personnel Services."

Category II (second highest priority)--Any one of the following:

A. Two years retarded in reading, and any one of the five items under A in Category I.

B. Any three checks (other than for "evidence of behavioral problems").

C. Any one of the following:
    1. Course failure in any two or more courses during the last school year, or grade retention.
    2. Absenteeism of an excessive nature--20 days or more during the last school year.
    3. Evidence of health problems as determined by school health team.
    4. Evidence of economic need.
    5. Any remark in the comment section reflecting serious difficulty not covered by any of the listed items.

Category III (lowest priority)--Any one of the following:

A. All other "identified" children.

B. Children with speech, language, or hearing problems on referral from the respective clinicians.

C. Special cases recommended by school principals, counselors, or teachers.

When the Pupil Personnel Services Team Evaluation Form was first devised, the purpose was to supplement the information routinely obtained about each case by the Teams themselves, such as socio-economic indicators, number of siblings, details about the kind of intervention, and a case history. The PPF was to obtain non-confidential information and was to be used to measure changes in the student due to the intervention of the Teams. The main emphasis was to obtain an independent measure of the child to supplement the evaluation of the teacher on the Student Evaluation Form and the preliminary evaluation of the principal on the Instrument for Identifying Potential Dropouts. The PPF also contained seven questions about various aspects of the student in relation to school, speech, fighting, trouble with neighbors or police, withdrawnness, and personal books. The next six questions asked various things about the student's family, neighborhood, and home compared with others. Then followed six items with pairs of adjectives, which were the same items asked of the student's classroom teacher about him. The next sections concerned the actions of the Teams, such as the number of contacts, an estimate of the kinds of problems the student had, and what sorts of referrals had been made. There was a section for remarks.

The items on the form were written with a minimum of definition because it was felt that the terms would define themselves in operational use. This was particularly true with question 2, How well can you understand him when he speaks? -- what was sought was the average Team member's opinion about the particular student as compared to the average identified student in the various Title I programs.

The form also contained a question concerning trouble with the police. It was not intended for this to be an indicator of juvenile delinquency, as that would make the form "confidential," but rather an indication of the type of behavior of the student outside of school that would cause him to come to the attention of the police in any way -- the sorts of behavior that would be symptoms of a potential dropout. It is well known that many times a policeman will bring a student in to the principal or to his family for things that are not severe enough to warrant arrest.

One limitation of the information obtained from the PPF was that it did not show a complete history of the case insofar as the Teams were concerned since the forms were turned in at different times during the year. If the form was filled out early and then subsequent contacts were made, the number of contacts reported by the Teams did not really reflect all that had been done during the year. Also, if other problems emerged after the submission of the form, they would not be reflected in the evaluation.

Distributions of the item responses and the corresponding mean scores for the PPF are found in Appendix B. These data were derived from all the usable information available from the 12,692 forms turned in by the Teams. The "scores" were derived by assigning the values of "1", "2", or "3" to the responses "above average", "average", or "below average", respectively. Therefore, a mean value of 2.00 indicates either that all the students were rated "average" on that item, or else there were as many who were marked "above average" as were marked "below average".

The Teams found that there were a good many more boys than girls who were below average in their attitude toward school (boys 22.9%, girls 15%). The boys had the most negative attitude toward school in the 7th grade; the low points for the girls were the 8th and 10th grades.

Question 2, How well can you understand him when he speaks, showed that over-all, the Team members understood the students "about average". They understood the girls slightly better than the boys. For both boys and girls the mean scores were highest at the younger grades and lowest at the upper grades, which means that the understanding increased with age. It is also evident that there were very few students who were hard to understand (114, or 1.7%, for the boys; and 48, or 1.0%, for the girls). It would be interesting to know whether or not these students were also the ones who had other difficulties.

The next three questions were concerned with the sorts of difficulties the student had, first with other children, then with the police, and then with neighbors. Each of these questions used the response choices of "very often", "occasionally", and "never". The number of students which the Teams put into the "very often" category of these three questions was:

		Boys		Girls		Grades where most frequent
Q.3	Trouble fighting	394	5.9%	130	2.6%	5th
Q.4	Trouble with police	74	1.1%	12	0.2%	JHS
Q.5	Trouble with neighbors	101	1.6%	41	0. %	5th

Question 6 asked whether or not the Team member thought the student had any problems with being withdrawn. The percentages were the same for both boys and girls: 3.1% -- this represents 204 boys and 150 girls. There was a considerably higher concentration of students with this sort of problem in the lower grades than in the higher ones. It would also appear that approximately one-third of the students in the caseload occasionally had problems with this characteristic.

It was thought that the Teams would have a unique opportunity to find out just how interested the students were in reading through finding out how many books the student had that he considered as his own. While there was no intention of actually going into his home and counting them, a general impression would allow categorization into the four groups listed as options to question 7, "many (more than ten)", "a few (three to nine)", "one or two", and "none". As might be expected, the students in the upper grades had more books than those in the lower grades, but it appeared that a large number of students did not have books -- over-all, 22% of the boys and 18% of the girls had no personal books. Almost two-thirds of the boys and a little over half of the girls had only two books or less that they could call their own.

Even though all 12,000 of these students were rated by their principals as potential dropouts, a considerable number of families had aspirations for their children to go to college. Over 27% of the parents of the boys wanted them to go to college, and over half of these wanted their sons to graduate from college. The parents of the girls were even more ambitious for them -- almost a third of them wanted their daughters to go to college, and almost two-thirds of these wanted their daughters to graduate from college. It is also noteworthy that there was not much change in the distributions of the responses through junior high school, but that in high school the number who wanted their children to graduate from college increased. About 60% of all the parents of these students wanted only that their child graduate from high school. Also, a considerable number of parents had no further ambition for their sons and daughters than to get "some high school".

One assumption made in compensatory education is that the home conditions of underprivileged children are below the local norms. It should be the child from the below-average home who drops out of school. He should be the one who has no adequate place to study. He should also be the one where the home environment is not supportive of school work. In order to obtain information about these assumptions, questions 10, 11, 12, and 13 were asked. The overall average scores on these items were about as expected. The most revealing aspect of these questions was the frequency with which the items were answered in the most unfavorable category. These are shown below:

		Boys		Girls	
	Home	N	%	N	%
Q.10	Below average compared with others in neighborhood	393	6.15	308	6.47
Q.11	Inside unkempt and disorderly	855	13.64	730	15.70
Q.12	No adequate place to study	1386	21.79	1216	25.46
Q.13	Environment not supportive	400	6.20	326	6.76

The correlations between these responses vary from about 0.35 to 0.65, which means that these students were not necessarily the same ones in each category. It is in these matters that school performance might be improved by parental involvement in school activities.

The next series of questions on the PPF were adjective rating scales with undefined intervals. The six items used were the same as six of the nine items on the Student Evaluation Form filled out by the teachers. The following table shows the comparison of Pupil Personnel Services Team evaluations of four levels of students with corresponding teacher evaluations of the same items:

Table 8-1

COMPARISON OF EVALUATIONS OF BOYS AND GIRLS AT VARIOUS GRADE LEVELS BY TEAMS AND TEACHERS

		Boys		Girls	
Adjective Scale	Grades	*Teams (PPF)	**Teachers (SEF)	*Teams (PPF)	**Teachers (SEF)
Uncooperative-Cooperative	2	3.47 +	3.29	3.68	3.79 +
	5	3.58 +	3.46	3.79 +	3.67
	8	3.86 +	3.33	3.74	3.75 +
	11	3.80 +	3.52	3.89 +	3.71
Friendly-Hostile	2	2.36	2.36	2.27	2.15 +
	5	2.29	2.27 +	2.17 +	2.23
	8	2.06 +	2.37	2.16 +	2.18
	11	1.96 +	2.23	1.99 +	2.07
Shy-Aggressive	2	3.03 +	2.82	2.81	2.81
	5	3.06 +	2.95	3.01 +	2.73
	8	3.19 +	2.92	3.26 +	2.91
	11	3.50 +	3.10	3.41 +	3.10
Irresponsible-Responsible	2	2.94	3.09 +	3.21	3.50 +
	5	3.05	3.12 +	3.28	3.41 +
	8	3.02	3.05 +	3.17	3.54 +
	11	3.57 +	3.28	3.53	3.59 +
Neat-Unkempt	2	2.79	2.56 +	2.64	2.31 +
	5	2.62	2.47 +	2.62	2.25 +
	8	2.49	2.40 +	2.26	2.15 +
	11	1.80 +	2.22	1.93	1.87 +
Alert-Dull	2	3.02	3.01 +	2.95	2.69 +
	5	2.94	2.92 +	2.77 +	2.85
	8	2.85 +	2.93	2.68	2.63 +
	11	2.82	2.66 +	2.36 +	2.43

* Based upon Pupil Personnel Services Teams Evaluation Form scores in Appendix B.

** Based upon random sample of 300 students at each level from the Matched Sample Tape.

As the "good" characteristics were not always on the same end of the rating scale, neither high values nor low values always indicate which way the evaluation went. The "good" characteristic has been underlined in each pair. If this adjective is at the right, then the higher values are "better"; if it is at the left, then the lower values are "better". Also given in the table is an indicator (+) to show which one of the two pairs of marks (by the Teams or the teachers) was "better". There are two scales where the Teams found the boys in their work load "better" than did the teachers, at all four levels -- on the items of cooperation and aggressiveness. All the others are mixed.

In the comparison of the girls, there are also two items on which the Teams found the girls "better" than the teachers did on at least three of the four levels -- on the items of friendliness and aggressiveness. Teachers rated these children better than did the Teams on all four grade levels on another two items -- responsibility and neatness. All the other items are mixed.

These comparisons show that teachers and Teams see these students in differing lights. It will be interesting to study the effects of Team contacts with these students as evaluated by the teachers during the next school year.

Contacts with students and their parents are an important consideration in the Team program. Tabulations show that most of these were one-time contacts only. However, many of the contacts were over 10 in number for both boys and girls (9.9% for the boys and 8.7% for the girls). These contacts did not mean just an incidental greeting in the school hallway or playground but actual time spent with the student discussing his problems. The number of contacts declined with the grade level. Also, the types of contacts changed.

Contacts with parents were less frequent than with students. The relative frequency also declined with grade level. Most parents were visited only once, and a very few not at all. The average number of contacts with parents of boys dropped from 2.57 at grade 1 to 1.32 at grade 11, and with parents of girls from 2.56 at grade 1 to 1.14 at grade 11. Fewer contacts were made with parents of girls than boys at all grade levels except in junior high school.

The problems of students in the caseload are shown graphically in Figure 8-1. This figure shows the relative frequencies of problems at four grade levels for both boys and girls. The "other" category includes the problem of extreme economic deprivation, which probably should have been a separate category. It is not known exactly what the interrelationships are between some of these problems, as "slow learner" problems might easily be related to any of the other problems in the list. The "no problems" category was used as it was found that some of the "identified" students had no particular problems that could be discovered by the Teams, at least in comparison to the other students in their caseload.

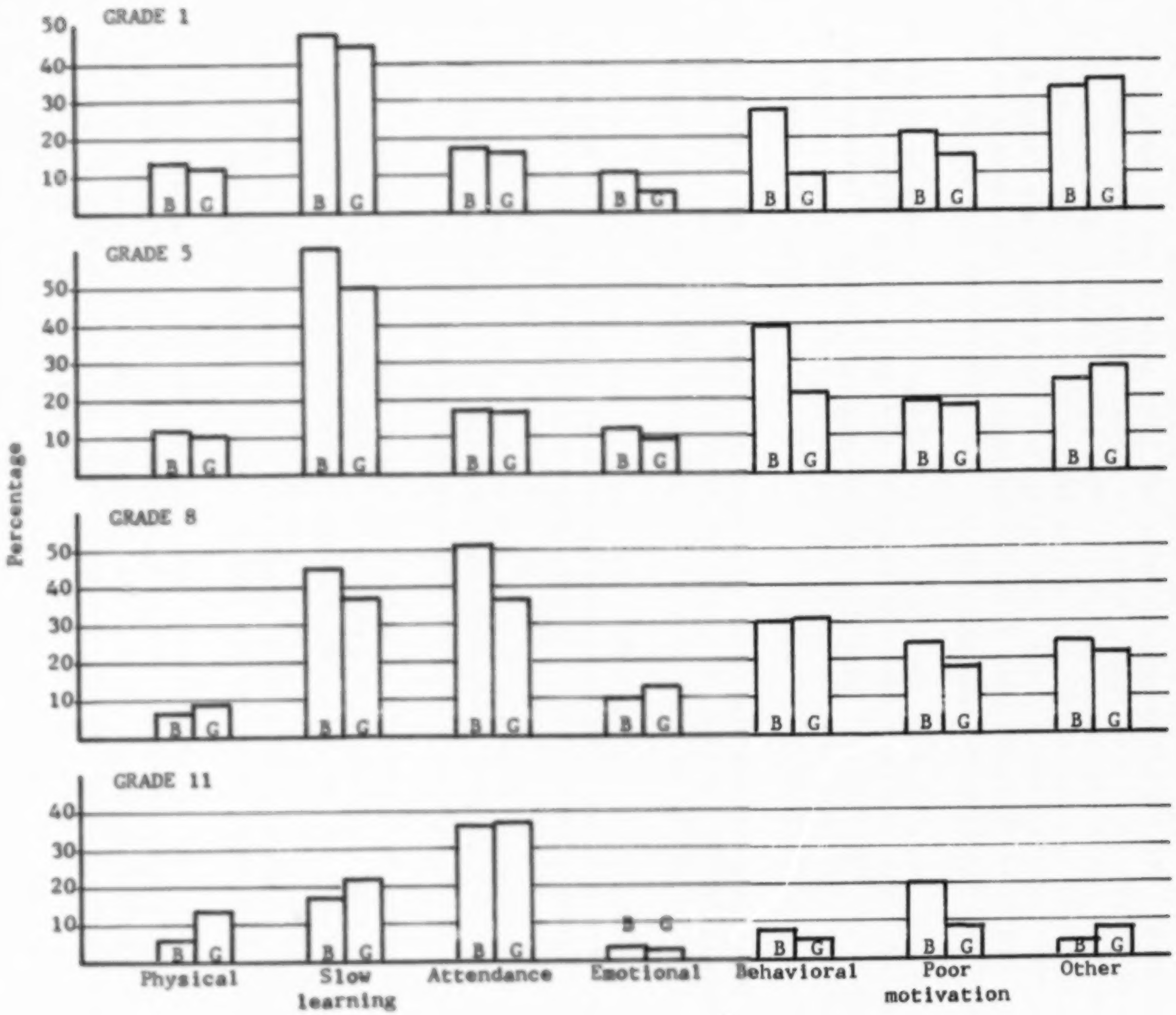

Figure 8-1. Types of problems that students have (%)

Referrals by the Teams, as indicated by Item 24, show that most of them were made to the Urban Service Corps, particularly at the lower grades. These would be referrals for clothing and the other services of the Corps. It appears that all types of referrals dropped off markedly in junior and senior high school.

Factor Analysis of Pupil Personnel Services Team Evaluation Form Data

The total sample of over 12,500 forms from which data were available was too large for economical evaluation. For this reason a sample was obtained of those cases where all the data were complete. This was a sample of 5379 cases, further broken down into subsamples by sex and grade grouping as follows:

Grade Group	Boys	Girls
Kindergarten	86	59
Grade 1	367	254
Grades 2-3	735	506
Grades 4-6	1220	799
Grades 7-9	404	366
Grades 10-11	248	294

A factor analysis was run from these 12 samples extracting six factors and obtaining the Varimax rotation for each. The amount of variance obtained from the extraction of these six factors varied from a low of 40.26% for 4th-6th grade boys to a high of 52.46% for kindergarten girls.

Various attempts were made to establish some over-all pattern of factors. It was felt that a discussion of the behavior of each question or group of questions in relation to the original intent of the question, as well as its interaction with other questions, would be the most profitable way of summarizing the statistical data.

One factor which was common to all subsamples contained PPF items 3, 4, and 5, which dealt with the kinds of trouble the student got into away from the school situation. Question 3 asked about trouble because of fighting, question 4 concerned trouble with the police, and question 5 concerned trouble with neighbors. Question 3 (fighting) was always the strongest, with loadings between 0.55 and 0.77 on the 12 subsample factor analyses. Item 5 (trouble with neighbors) was the next strongest, with factor loadings between 0.43 and 0.74. Item 4 (trouble with the police) was not so consistent, dropping out twice at two of the three levels for boys and once for girls. The only other item that had its highest loadings on this factor fairly often was item 16 (shy-aggressive), which was always loaded in the opposite direction from items 3, 4, and 5, as was to be expected -- that is, with "aggressiveness" always went "getting into trouble frequently".

Item 7, How many personal books does he have, was used in an effort to measure the amount of outside support the student had for reading as well as his personal interest. Obviously younger children would have fewer personal books than older children, but the purpose was to see if the possession of personal books showed any relationship to the problems of the identified students. The correlation matrices showed that this variable was most closely related to the favorable response to item 8, How much education does his family want the student to have. This was true for all grade groups, for both boys and girls. The correlations ranged from 0.23 to 0.40, with a median of about 0.31. Three of the four questions about the student's home (question 12, adequate place to study; 13, environment conducive to school work; and 11, how the inside of his home is kept; in the order of magnitude of their correlations) also correlated very well with this item. The correlation of item 10 (how his home compares with others in the neighborhood) with number of personal books was much lower and was found to correlate in only a very few groups. The semantic differential item #18 (neat-unkempt) also correlated well with this item; i.e., the "neat" students had the most books. Question 1 (how favorable his attitude is toward school) also correlated about 0.25 on half of the 12 grade groups. Item 18 (alert-dull) also correlated well on half of the groups although not as highly as did the previously mentioned items. The distribution of responses on this item was very even over-all, showing that the options were adequate.

The over-all distribution of responses to question 8 (how much education the student's family wanted him to have) was as follows (Table B-1, Appendix B):

9% - Some high school
61% - To graduate from high school
12% - Some college
18% - To graduate from college

There was very little variation in the percentage of responses to this question by grade groups; in other words, the parents of students in the lower grade groups divided their responses in about the same way as those of the upper grade groups. It is to be noted that the seven variables which correlated highly with item 7 (personal books) also correlated highly with item 8 (amount of education) but in a slightly different order. On most of the grade group factor analyses, the 7th and 8th questions occur in the same factor; they do not at the kindergarten level nor for girls at the junior and senior high school levels.

The four questions about the student's home (items 10, 11, 12, and 13) were used because it was considered that they would measure aspects of the student's home that could be easily observed from a home visit. They have proved to be highly related to other questions in the questionnaire.

On the factor analyses, the highest loadings were usually on item 11 (how the inside of the student's home was kept), followed by item 12 (adequate place to study). The pattern was about the same for boys and girls in all grades except high school where the response to the "neat-unkempt" item did not fall in the same factor. Items 7 and 8 (personal books, and amount of education, respectively) had their highest loadings on this same factor except for item 7 at the kindergarten level and item 8 for girls in the 10th and 11th grades. The factor loadings for item 11 (inside of the student's home) were generally around the 0.8 level, with the highest one being 0.86 and the lowest 0.71.

In order that a better picture of the problems of identified students might be obtained, the Pupil Personnel Teams were asked to fill in the following question, "What problems does this student have? -- no problems; physical (medical) problems; slow learning problems; attendance; emotional; behavioral (adjustment); poor motivation; other." The "no problems" option was included to cover those students who really did not have any problems, as compared with other students in the caseload of the Teams, or who had solved them. Over 27% of the responses to this question were in the "other" category, with "severe economic hardship" specified as the reason. Table 8-2 shows how the Teams marked the problems for each of the six grade groups and the rank order of these problems for each age group. The slow learner problem ranked first 7 out of 12 times for both boys and girls. The exceptions were at the kindergarten level, where severe economic deprivation was generally the greatest problem, and at the high school level where attendance was considered a more frequent problem.

Table 8-2

RANK ORDER OF PROBLEMS FROM ITEM 23 OF THE PPF BY GRADE AND SEX

MALE	K	1	2-3	4-6	7-9	10-11	Composite Rank Order
Slow learner problems	2	1	1	1	1	2	8 (1)
Behavioral (adjustment)	3	3	2	2	3	4	17 (2)
Other	1	2	3	3	5	6	20 (3)
Attendance	7	4	5	5	2	1	24 (4)
Poor motivation	6	5	4	4	4	3	26 (5)
Physical (medical) problems	4	6	6	7	7	5	35 (6)
Emotional problems	5	7	7	6	6	6	37 (7)
FEMALE							
Slow learner problems	3	2	1	1	1	2	10 (1)
Other	1	1	2	2	4	5	15 (2)
Attendance	5	3	4	4	2	1	19 (3)
Behavioral (adjustment)	2	6	3	3	3	6	23 (4)
Physical (medical) problems	4	4	5	6	6	3	28 (5)
Poor motivation	6	5	6	5	5	4	31 (6)
Emotional problems	7	7	7	7	7	7	42 (7)

For the boys, the second most frequent problem was behavior, followed by "other" (severe economic deprivation). The problems of attendance and poor motivation ran almost parallel in strength but appear from factor analysis of the data to be separate phenomena. The physical and emotional problems ran last in importance, with the exception of the high school group, where "other" ran last.

For the girls, the second most frequent problem after "slow learner" was "other" (severe economic deprivation), followed by "attendance". These two types of problems changed places in importance as the girls got older. For the girls as for the boys, emotional problems were last in frequency of any of the problems on this list.

Boys were generally shown with more problems than girls, with a ratio of approximately 6 to 5. It is quite evident from our data that the Pupil Personnel Teams considered the identified students in high school as having fewer problems than students in the lower grades. This is verified by the fact that they showed 22.6% of the boys and 27.6% of the girls as having no problems at all. The category of "severe economic hardship" should be added to our list of problems.

Other evidence seems to indicate that the problems the Teams found were highly related to the problems as indicated on the Instrument for Identifying Potential School Dropouts.

The twelve sets of factors from the Pupil Personnel Teams Evaluation Form data will be found in Appendix B. These factors accounted for a differing amount of the total variance in each sample, as can be seen from the tabulations in Table B-5(g) in Appendix B. When these sets of rotated factors were examined, it was found that in each of the sets there were five which seemed to form a pattern. These seemed to be the factors which could be described as Home Environment, Social Adjustment, Problems and Motivation, Out-of-School Problems, and Aggressive Behavior. These factors, and the variables that usually made them up, will be found in Table 8-3. In this table the variables from the PPF have been listed in the order of their relative strengths in their respective factor. It will be noted that one variable, Item 17 (unkempt-neat) occurred in two factors. It usually happened that when item 17 was on one of the two factors in a particular group, it was not on the other.

The sixth factor in each set of factor analyses was usually unique to that set of data. There was a common variable found on most of these sixth factors: item 23H - other problems, which was usually associated with severe economic deprivation.

Table 8-3

GENERAL FACTORS OBTAINED FROM FACTOR ANALYSES OF THE PUPIL PERSONNEL FORM

Factor Description	Variable Number	Q. Item Number	Item Content
Home Environment	10	11	How is the inside of his home kept?
	11	12	Does he have an adequate place to study?
	9	10	How does his home compare in the neighborhood?
	12	13	Unkempt-Neat
	7	7	How many personal books does he have?
Social Adjustment	14	15	Hostile-Friendly
	13	14	Uncooperative-Cooperative
	18	19	Dull-Alert
	1	1	How favorable is his attitude toward school?
	17	18	Unkempt-Neat
Problems and Motivation	43	23A-H	Total number of problems marked
	28	23G	Poor motivation problems
	26	23E	Emotional problems
	23	23B	Physical (medical) problems
Out-of-School Problems	19	20A-G	Not first referred by principal, counselor, or teacher
	41	20E	First referred by other school source
	39	20C	Not first referred by teacher
	37	20A	Not first referred by principal
Aggressive Behavior	3	3	Trouble because of fighting
	5	5	Trouble with neighbors
	4	4	Trouble with police
	27	23F	Behavioral (adjustment) problems
	16	16	Shy-Aggressive

NOTE: For exact wording of each item, see Pupil Personnel Services Team Evaluation Form in Appendix D.

Table 8-4 shows the six highest loaded variables, where the loading exceeded 0.300, on each of the five common factors given in Table 8-3. These factors are not listed in the order of their strength, or in the order in which they were extracted by the computer program. Many factors had more than six variables with loadings greater than 0.300; there were some variables which did not have any loadings on any of the six factors as high as 0.300 and therefore did not contribute to them.

Table 8-4

SIX HIGHEST LOADED VARIABLES IN EACH OF FIVE GENERAL FACTORS FROM FACTOR ANALYSIS OF PPF DATA

	Home Environment	Social Adjustment	Problems and Motivation	Out-of-School Problems	Aggressive Behavior
BOYS					
K	10,11, 9,17,12,35	13,14, 3,18, 2, 6	43,26,28,25,24,27	39,41,21,20,33,19	16, 5,42, 6, 7,40
1	10,12,11, 9,17, 7	14,13, 1	43, 6,23,18, 2,16	41,19,39,35,42	26, 3,27, 5,43,20
2-3	10,11, 9,12,17, 7	14,13,18, 1, 6, 2	43,28,24,26, 2,31		3, 5,27,16,20, 4
4-6	10,11, 9,12,17, 7	14,13,18, 1, 6, 2	43,26,28,35,23,30	19,37,40,38	3, 5,16,27, 4,13
7-9	10,11,12, 9, 7,42	14,13,17,18, 6, 3	43,24,28,25	19,37,41,27,35, 4	41,16,38,36,33,32
10-11	11,10,12, 9, 2,18	14,13,17, 1,18,43	6,38,43,31,26,23	19,41,37,25,22, 8	3, 5, 4,27, 1,21
GIRLS					
K	11,12,10, 9,26, 8	18, 2,14,21,32	43,34,28,23, 6,25	19,39,41,24,20,13	3,27, 5,35, 1
1	10,12,11, 9,17, 7	14,13, 2, 1,18, 6	35,27,30,43,28,39	41,19,43,39,24,25	3,19, 5,16,37,40
2-3	10,11, 9,12,17, 8	14,13,18,17, 1, 2	43,34,23,20,40,21	41,39,19,33	3, 5,16,27, 6, 4
4-6	10,11, 9,12,17, 7	14,13,18, 3,17, 1	43,37,26,30,19,20	41,39,19	16, 3, 5,18,24, 6
7-9	10,11, 9,12,17, 8	14,13, 3, 1, 5,18	43,20,28,30,26,27	41,19,35,37,27	
10-11	10,11,12, 9, 7, 2	14,13,18,17,39,37	43,24,23,35, 5,39	19,41,25,37,22, 8	

NOTE: Variables with loadings of 0.300 or above, only, arranged in descending order. Item numbers corresponding to these variable numbers will be found in Table B-2 of Appendix E.

Multiple Regression Analysis of PPF Data

After the factor analysis had been done, it was decided to investigate the relationship of various types of problems as viewed by the Teams with the other variables on the PPF. A sample of approximately 400 cases of junior high school boys and girls was drawn from the total sample. Item 23F - Behavioral (adjustment) problems, was used as the dependent variable. The computer program started with the complete matrix of the dependent and independent variables and at each step deleted the variable which had the highest F-ratio probability until all were deleted which were greater than 0.0100. The results are shown in Table 8-5.

It will be noted that behavioral problems for the boys can be predicted with a multiple correlation coefficient of $R = 0.5846$, and for the girls with a coefficient of 0.6495. There were seven items left in regression in each of the two computations. The strongest one in each case was the fact of being first referred to the Teams by the principal. Only one other variable was common to the two lists - the fact of being on the Teams' high priority treatment list. This priority was determined, basically, on the pattern of elements indicated by the principal on the IDF. This priority system and the determination of the various categories are described in Chapter 3.

The analysis seems to indicate that junior high school boys tend to come to the attention of the principal and therefore to become "squeaky wheels" and thus be in priority category I on the workload of the Teams. These boys tend to have trouble with their teachers and with the police. They also were harder than average for the Team to understand their speech. They also tend to be hostile and irresponsible.

The analysis seems to indicate that junior high school girls also tend to come to the attention of the principal and guidance counselor and to become "squeaky wheels". They were more apt to get into trouble fighting with other students than with the police. These girls also tend to be aggressive, and to require more than the average number of contacts both with them and their parents on the part of the Teams.

It is difficult to separate prime causes and mere correlates in these analyses, but it would appear likely that Title I programs, and particularly the intervention of the Pupil Personnel Services Teams, could break this chain of relationships by causing boys to be less hostile and more cooperative. This in turn might easily lead to less delinquency and crime as well as to better school adjustment and learning.

Table 8-5

MULTIPLE REGRESSION ANALYSIS OF PUPIL PERSONNEL TEAM EVALUATION FORM FOR SELECTED GROUPS

Dependent Variable: Item 23F - Behavioral (Adjustment) Problems

Independent Variables: All items in the PPF, except 23A through 23H

Variables Remaining after Extraction of Variables with F-Ratio Probabilities Above .0100

Sample: 7th-9th Grade Boys (N=404)

Item No.	Description	Beta Weight	F-Ratio	Probability Level
20A	First Referral by Principal	.35030	57.253	.0000
	PPT Category I	.18496	18.393	.0000
20C	First Referral by Teacher	.17956	17.611	.0001
15	Hostile - Friendly	-.20259	17.009	.0001
4	Trouble with Police - Frequently	-.17854	16.293	.0001
2	Understand Speech - Below Average	-.14737	11.367	.0008
17	Irresponsible - Responsible	.13814	7.054	.0082

Multiple Correlation Coefficient: R = .5846 (degrees of freedom = 396)

Sample: 7th-9th Grade Girls (N=399)

Item No.	Description	Beta Weight	F-Ratio	Probability Level
20A	First Referral by Principal	.31797	56.187	.0000
3	Trouble Fighting - Seldom	-.30473	54.782	.0000
	PPT Category I	.22039	29.577	.0000
20B	First Referral by Guidance Counselor	.16698	14.529	.0002
16	Shy - Aggressive	.12859	10.407	.0014
21	Contacts with Students - Many	.14223	10.224	.0015
22	Contacts with Parents - Many	.12326	7.783	.0055

Multiple Correlation Coefficient: R = .6495 (degrees of freedom = 391)

Part B. Teacher Aides

Introduction

A teacher's job is to further the education of the children in her class. In order to be most effective in this capacity she must be able to spend as much time as possible working directly with these children. However, the ever increasing complexities and clerical load of the teacher's job prevent her from devoting the optimum amount of time to her students. The position of teacher aide evolved as a means of helping with the various non-teaching duties.

There is some diversity of opinion in regard to how, specifically, the teacher aide should help the teacher. One point of view is that a teacher aide's duties should consist of strictly non-teaching functions such as record keeping, money collecting, paper correcting, room cleaning, organizing -- in short, anything which does not involve direct contact with the children. Another viewpoint is that a teacher aide should help in a teaching as well as a non-teaching capacity, and that her duties should include remedial work, enrichment exercises, reinforcement of already learned material, and almost anything else other than the initial teaching of new material. Many teachers want the teacher aide's duties to lie somewhere between these two ideas.

The total amount of ESEA Title I funds spent in the D.C. Schools during the 1967-68 school year for teacher aides of all kinds was $1,672,571. This figure, which is approximately one-third of the total budget allotment for all Title I Programs, provided for six separate teacher aide programs in the Elementary, Secondary, and Model School Divisions. In order to gain a better understanding as well as more insight concerning the use of teacher aides, a special study has been conducted of the teacher aide programs in effect during 1967-68.

The study was undertaken with the assistance of Mrs. Adda Barrett who wrote up the questionnaires that were used. Similar questions were asked teacher aides, teachers, and administrators in adjacent school systems, as well as in the District of Columbia. The following report of the findings of this study concerns itself with information pertaining only to the District of Columbia. The study was specifically limited to instructional aides, who were defined as "persons who perform instructional tasks under the supervision of a classroom teacher," and who "are more than clerical aides, housekeeping assistants, and monitors."* Although all three of the questionnaire forms were structured in a similar manner, certain adjustments in wording had to be made in order to make the questions applicable for teacher aides, teachers, and principals. Table 8-6 summarizes the information in the three questionnaires and gives the number of items contained in each part. The various boxes show the areas of information common to each questionnaire form. All questionnaires were anonymous and there was thus no way of matching individual aides, teachers, and principals.

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* For the complete report of this study (which does not specifically identify the teacher aides in the District of Columbia) see: Barrett, Adda, "The Utilization of Paid Instructional Aides in Public Elementary Schools in The District of Columbia and Adjacent School Systems", Doctoral Dissertation, School of Education, The George Washington University, June 1968, unpublished.

Background Information about Teacher Aides

According to the information obtained from the questionnaires, the average, or representative, teacher aide would be a married female, under 39 years of age, with one or more children living at home; she would have completed high school and have had experience in working with children; and she would be employed on a full-time basis, and not have any aspirations of becoming a teacher. Table 8-7 shows the distribution of the background information from the questionnaire.

Responsibilities of Aides and Teachers

Table 8-8 shows the division of responsibilities between teachers and aides, according to teachers and principals. Six aspects of the instructional program were listed and teachers and principals were asked to indicate whether the teacher, the aide, or both, were responsible for these functions. The responses to these questions seem to show that principals saw the aides as sharing more of the functions in the classroom than did teachers. In all categories, with the exception of "prescription of learning materials and activities for students", principals attributed a greater amount of responsibility to the aides for duties listed than did teachers. Neither teachers nor principals would assign responsibilities strictly to aides. The greatest agreement between the teachers and principals was concerning diagnosis of student needs and planning classroom activities.

Primary Aide Function

Given the choice of aides defined as monitor, instructional, clerical, and other, teachers and principals were asked to indicate which one of these categories they believed to be the primary function of their aides. The responses to this section are shown in Table 8-9. Over one-third of the teachers (38.8%) felt that their aides' primary function was clerical in nature, whereas over one-third of the principals (34.2%) checked the "other" category - "other" meaning a combination of the already mentioned functions, as well as functions not mentioned on the list. The second largest choice made by teachers (27.9%) was in the "instructional" category, and the second largest choice for principals (26.3%) was in the "clerical" category. Because the four categories given as choices were rather broad, and designed for the purpose of getting a general overview, the fact that the majority of principals marked the "other" category as the primary function of their aides, and the "clerical" function as second, seems to indicate that principals saw their aides as working in a more diversified capacity than did teachers.

Teachers, on the other hand, were more specific in the categorization of the primary functions of aides. The size of the two largest choice indicates a difference of opinion among teachers in regard to the primary function of their aides. Of course, a great deal would depend upon how the term "instructional" were defined.

The second part of the table shows that both teachers and principals agreed that aides should be jointly responsible to teachers and principals. It is interesting to note that a larger percentage of principals thought that aides should be responsible only to teachers than did the teachers themselves.

The third part of the table concerns the training of teachers and principals to work with aides. There might have been some difference of opinion as to the meaning of "training". However, it would appear that in our sample a larger percentage of principals had training to work with aides then did teachers.

Actual Aide Performance

The questions in Section II of the three types of questionnaires, entitled "Possible Instructional Aide Functions", were identical for teachers, aides, and principals. The format used in this section is illustrated below:

> Please check to indicate: (1) if you have an aide performing the following functions; and, (2) if you feel teacher aides should or should not perform the following functions.
>
> If you do not know whether an aide is performing a certain function, please write "don't know" in the blank.
>
> Assume that the aide functions are by the direction and under the supervision of the classroom teacher.

Possible Instructional Aide Functions	Aide is Performing		Aide Should Perform	
	Yes	No	Yes	No
1. a. Plans with teacher for small group activities	___	___	___	___
b. Records directions or plans for learning activities on charts, blackboard, dittos	___	___	___	___
c. Arranges the physical environment in which children work and play	___	___	___	___

The fact that the same questions were asked in each case allowed a number of comparisons to be made:

1. A comparison of the opinion of aides, teachers, and principals as to the duties that they thought the aides were actually performing.

2. A comparison of the opinion of the aides, teachers, and principals as to the duties that they thought the aides should perform.

3. A comparison of the opinion of the aides, teachers, and principals as to the duties they thought aides should not perform.

Relevant questions were chosen from the total of 75, and divided into three main categories. Each of these categories is shown in Tables 8-10, 8-11, and 8-12, respectively.

The first main category concerns the opinions of the actions of the aides in direct contact with the children in an instructional capacity. This will be found in Table 8-10. The next category concerns the aides' contacts with children in a non-instructional or assisting capacity, which is presented in Table 8-11. Table 8-12 shows the responses of the aides, teachers, and principals concerning the actions of the aides working in a clerical or organizational capacity.

In each of these tables the "Is Performing" percentages were taken from the actual responses, which will be found in Appendix C. The next set of figures are differences obtained by subtracting from the "Is Performing" percentages the "Should Be Performing" percentages. A negative figure indicates that in the opinion of that respondent this was a duty that the teacher aide ought to perform more. The duties listed in Table 8-10 have been rearranged so that the one with the largest difference comes first.

Table 8-10 (Direct Contact with Children in an Instructional Capacity) shows that the teachers thought the aides were doing less in this area than the aides or the principal thought they were. It would also appear that the teachers wanted aides to do more than they were doing.

Table 8-11 (Contact with Children in a Non-Instructional or Assisting Capacity) shows that again teachers thought the aides were working less in this area than the aides themselves or the principals thought. Also, the teachers wanted the aides to do more here.

Table 8-12 (Aide Working in a Clerical or Organizational Capacity) shows the largest percentages of aides actually performing these duties, in the opinion of all three categories of respondents. Again the aides and the principals thought the aides were doing more in these categories of duties than the teachers thought.

If the duties the respondents would like aides to perform were added to the duties they think they were performing we would have a measure of the "ideal" performance of aides from these three viewpoints. The tabulation below shows the strength of the desires of each type of respondent expressed in this "ideal" performance measure for each of the three categories of work.

Duties	Aides	Teachers	Principals
Instructional	74.7	75.4	82.6
Non-Instructional	84.3	82.7	90.1
Clerical	84.0	81.6	87.8

Summary and Conclusions

Results of this study have clearly pointed out that a great amount of difference existed among aides, teachers, and principals in the way they viewed teacher aides. The teacher desires the optimum amount of assistance from her aide. Each teacher has her own individual ideas and desires as to how this assistance is to be manifested. The teacher is the aide's most critical assessor, for she has the most direct contact with the aide, and is the one most directly affected by the aide's performance.

The principal's main concern is with the smooth and efficient operation of the school. He views teacher aides not only to help in the classroom but to relieve his teachers from many onerous tasks around the school. Having less direct contact with the aide results in his being less realistic about their functions.

It is extremely difficult for the teacher aide to assess herself in an objective way. She may have certain preferences as to what she likes to do, but these preferences may not necessarily be in accordance with what should be done. Regardless of her intent, the aide, because she is not professionally trained in education, may not be able to form a valid appraisal of what would or would not be best for the children and school.

Based upon these factors, it is suggested that in order to make teacher aide programs more effective, principals, teachers, and aides must be made aware of the differences which exist among their ideas of how teacher aides should function. Understanding would be increased through the establishment of an operational set of definitions and actual performance requirements as a foundation for all teacher aide programs, although no hard-and-fast rules could be set up because aide functions will undoubtedly vary with the particular classroom situation. To assist in the aide training programs, both indoctrinational and in-service, the list of duties given in Appendix C could be used to ascertain what duties teachers and principals think should be given more attention.

Table 8-6

COMPARISON OF THE CONTENT OF INSTRUCTIONAL TEACHER AIDE QUESTIONNAIRES

		Teacher Aide Questionnaire	Teacher Questionnaire	Principal Questionnaire
Part I	A	Aide's personal background (6)	Teacher's personal background (8)	General questions regarding aides (12)
	B	Job qualifications and training (8)	Aide's personal background (11)	
	C	Aide's activities and work information (22)	Division of responsibility between teacher and aide (6)	(6)
Part II	A	Possible instructional aide functions (75)	(75)	(75)
	B	Additional jobs that should and should not be performed by aide (Fill-in items) (2)	(3)	(3)
Part III	A		Difficulties encountered with aides (14)	(14)
	B		Desirable characteristics of aides (22)	(22)

NOTE: Number in parentheses is the number of items asked in this section.

Table 8-7

SELECTED BACKGROUND INFORMATION FROM TEACHER AIDES (N=92)

Age

	N	%
Under 30	39	42.4
30-39	29	31.5
40-49	14	15.2
Over 50	1	1.1
Unknown	9	9.8

Sex

	N	%
Female	87	94.5
Male	3	3.3
Unknown	2	2.2

Marital Status

	N	%
Married	68	73.8
Single	16	17.4
Divorced	6	6.5
Unknown	2	2.2

Education

	N	%
Elementary	1	1.1
High school	62	67.3
College (1-3 yrs.)	16	17.4
College (4 yrs. or more)	4	4.3
Unknown	9	9.8

Experience in Working with Children

	N	%
Have worked with children before	61	66.2
Have not worked with children before	20	21.7
No reply	11	11.9

Amount of Time Spent Working

	N	%
Full time (35-40 hrs.)	88	95.6
Part time (20 hrs. or less)	4	4.3

Future Aspirations

	N	%
Expect to be a teacher	15	16.3
Do not expect to teach	68	73.8
Undecided	2	2.2
Unknown	7	7.6

Table 8-8

DIVISION OF RESPONSIBILITIES BETWEEN TEACHERS AND AIDES
ACCORDING TO TEACHERS AND PRINCIPALS

	Teachers						Principals					
	Teacher		Aide		Both		Teacher		Aide		Both	
	N	%	N	%	N	%	N	%	N	%	N	%
Diagnosis of students needs	90	85.7	1	1.0	14	13.3	26	76.5	0	0.0	8	23.5
Prescription of learning materials and activities for students	98	93.3	0	0.0	7	6.7	34	100.0	0	0.0	0	0.0
Planning of learning activities	99	94.3	0	0.0	6	5.7	29	85.3	0	0.0	5	14.7
Remedial teaching	65	63.1	2	1.9	36	35.0	16	48.5	0	0.0	17	51.5
Working with average student	69	65.7	0	0.0	36	34.3	9	26.5	4	11.8	21	61.8
Providing of student enrichment	66	64.1	1	1.0	36	35.0	10	29.4	2	5.9	22	64.7
Mean (unweighted)		77.3		1.3		21.4		60.8		2.9		36.3

Table 8-9

COMPARISON OF TEACHERS AND PRINCIPALS AS TO PRIMARY FUNCTIONS OF, RESPONSIBILITY FOR, AND TRAINING TO WORK WITH, AIDES

	Teachers		Principals	
	N	%	N	%
Primary Aide Function				
Monitor	22	18.5	6	20.0
Instructional	34	28.6	10	33.3
Clerical	50	42.0	11	36.7
Other	13	10.9	3	10.0
Total	119	100.0	30	100.0
To Whom Aide Is Responsible				
Teacher	14	13.5	9	26.5
Principal	28	26.9	8	23.5
Both	59	56.7	17	50.0
Other	3	2.9	0	0.0
Total	104	100.0	34	100.0
Training in Working with Aides				
Have had training	19	18.3	8	23.5
Have not had training	85	81.7	26	76.5
Total	104	100.0	34	100.0

Table 8-10

TEACHER AIDE IN DIRECT CONTACT WITH CHILDREN IN AN INSTRUCTIONAL CAPACITY

Functions	Is Performing			Is Performing Minus Should Perform		
	Aide	Teacher	Principal	Aide	Teacher	Principal
Trains a group of students in operation of audio visual equipment so that they may assist others	21.1	14.7	12.9	-30.4	-41.1	-53.8
Assists child in planning, writing & enacting a play	43.5	23.8	40.6	-27.9	-51.2	-36.1
Assists with language development of foreign born	9.7	8.4	10.0	-24.3	-37.1	-40.0
Assists absentees in making up missed work	52.6	42.4	60.0	-22.7	-40.6	-30.6
Helps with creative writing based on pictures, realia, reading, experiences, units being studied	50.4	25.5	33.3	-16.2	-37.1	-38.6
Operates tape recorder, film projector, record player & supervises children at listening & viewing centers	85.0	54.3	78.8	- 6.9	-36.4	-32.1
Assembles materials (as science equipment, plants and animals growing in classroom, realia); assists students in working with materials & sharing their experiences	76.9	59.3	67.7	-11.0	-27.5	-22.3
Supervises seatwork calling for some judgment	73.5	54.5	55.2	- 9.7	-22.9	-23.6
Reads and tells stories	89.3	61.1	78.1	- 3.7	-29.0	-18.7
Assists with games involving phonics	62.1	43.8	74.2	-16.3	-28.1	- 5.8
Supervises indoor & outdoor physical activities	86.1	71.8	93.8	- 2.7	-18.7	- 2.8
Mean	59.1	41.8	55.0	-15.6	-33.6	-27.7

Table 8-11

TEACHER AIDE IN CONTACT WITH CHILDREN IN A NON-INSTRUCTIONAL OR ASSISTING CAPACITY

Functions	Is Performing			Is Performing Minus Should Perform		
	Aide	Teacher	Principal	Aide	Teacher	Principal
Assists in locating materials	79.7	63.5	90.6	-10.4	-25.4	- 2.9
Checks students' work to see if it is complete	82.5	76.3	90.6	- 6.0	-13.9	0.6
Assists children during work & play as new materials are introduced or as familiar objects are being used	75.2	64.1	84.4	- 9.6	-22.9	- 5.9
Assists in use of dictionary, reference books, library books, pictures, projectals, maps, globes	70.2	44.8	68.8	-10.2	-34.8	-24.5
Helps with small motor activities as progressing from left to right, manipulating objects as to size & color, cutting, pasting, etc.	79.5	60.4	96.9	- 7.1	-17.4	0.3
Helps a child who experiences difficulty with handwriting	68.9	45.1	67.7	-14.6	-39.7	-26.1
Encourages habits of safety in handling materials	82.5	76.3	90.6	- 6.0	-13.9	0.6
Helps child with oral language (as those related to learning activities in subject areas; home, school, community, the child, himself, and his interest)	64.2	42.3	46.7	-10.8	-31.3	-33.3
Helps to establish a library check out system in the classroom & assists individual children in selection of books	52.6	31.1	58.6	-26.0	-43.1	-25.3
Assists child in observing his school environment (weather, plants, animals, people, topography, & noting changes that occur)	73.9	54.9	53.3	-10.1	-26.4	-36.7
Mean	72.9	55.9	74.8	-11.4	-26.9	-15.3

Table 8-12

TEACHER AIDE WORKING IN A
CLERICAL AND ORGANIZATIONAL CAPACITY

Functions	Is Performing			Is Performing Minus Should Perform		
	Aide	Teacher	Principal	Aide	Teacher	Principal
Does housekeeping chores in classroom	86.9	78.1	90.9	9.0	- 9.9	- 2.2
Keeps attendance and other records	79.0	50.9	83.3	- 5.0	-19.3	- 6.7
Records test results and/or errors	82.4	70.4	93.3	- 7.5	-14.8	2.4
Corrects routine papers involving objective information as math	85.2	72.9	87.5	- 6.6	-12.7	- 6.3
Records directions or plans for learning activities on charts, blackboard, dittos	77.9	58.5	78.1	-13.3	-33.0	-25.7
Monitors playground, cafeteria, tests, bus loading, study groups	98.6	97.1	91.3	13.1	13.2	13.0
Corresponds with parents (arranges conferences)	72.5	42.6	46.7	- 2.2	-10.0	- 5.0
Types and duplicates materials	88.9	76.9	93.8	- 0.7	-16.4	0.3
Sets up equipment that is needed	90.0	68.5	96.9	- 6.0	-21.6	3.4
Writes for free & inexpensive materials	31.3	18.0	29.0	-28.7	-43.5	-39.8
Collects, organizes mounts and/or laminates pictures	82.0	79.4	80.6	- 8.0	-12.0	-13.4
Prepares & sets up materials for student motivation (bulletin board)	92.7	71.0	90.9	- 2.2	-14.7	- 2.6
Handles, stores, & distributes texts, instructional materials & supplies, audio visual equipment & material	71.5	37.9	87.1	- 5.8	-46.2	- 6.4
Makes projectals (transparencies, colorlifts)	37.6	27.6	31.0	-28.7	-41.9	-52.9
Arranges field trips & accompanies teacher & class on trips	82.6	60.0	74.2	- 3.3	-24.8	-16.1
Sets up & operates audio visual materials	99.0	58.7	87.5	9.8	-30.7	- 5.8
Mean	78.6	60.5	77.6	- 5.4	-21.1	-10.2

Part C. The STAY Program

Introduction

A general description of the STAY Program will be found on page 4-16 of this report. It is a special senior high school designed for high-school-age students who have dropped out of school to assist them in obtaining a high school diploma. Classes are conducted in the late afternoon and evening, and are concentrated so that a full year's work can be completed in one semester. The school staff also seeks to assist these students in obtaining jobs and in solving various personal problems.

Data Available

The analysis in this section is based upon two sets of Student Evaluation Forms (SEF), one set filled out by the STAY Program staff in May 1968, and the other set filled out by regular school teachers one year earlier, in May 1967.

The point of view of the two persons evaluating these students was quite different. The regular school teachers saw these students before they dropped out of school and therefore in a very unfavorable light. The STAY Program teachers, on the other hand, saw them in a school situation that the students had accepted voluntarily even though it may not have been ideal. These students were in the STAY Program voluntarily, and in this regard were self-selected. There is no way of knowing how they compared with all the school dropouts who did not come to the STAY Program.

Description of STAY Students in May 1968

Table 8-13 (at the end of Part C of Chapter 8) shows the teacher evaluations of the boys and girls for whom there were Student Evaluation Forms available. It was found that approximately 30% of the sample were boys and 70% were girls. Tables 8-14, 8-15, and 8-16 show the distribution of these students by sex, grade level, and age. Most of the students were in the 12th grade. Ages ran from 16 to over 23, with a model age of 18 years for both boys and girls.

Figure 8-2 shows in graph form the distribution of data from the Student Evaluation Forms (Table 8-13). The first ten items are graphed into "above average", "average", and "below average" categories, and items 11-18 are graphed into five categories ranging from one personal characteristic adjective to an opposite characteristic, on a five-level scale.

		Above Average / Average / Below Average
1. Application to school work	BOYS	XXXXX++++++++++++++++++++++++++++00000000000000000
	GIRLS	XXXXXXXXXXX+++++++++++++++++++++++++++++0000000000
2. Does in school work	BOYS	XXXXXX++++++++++++++++++++++++00000000000000000000
	GIRLS	XXXXXXXXX+++++++++++++++++++++++++++++000000000000
3. Gets along with other children	BOYS	XXXX++0000
	GIRLS	XXXXXX++00
4. Emotional maturity	BOYS	XXXXXX++++++++++++++++++++++++++++++++++++00000000
	GIRLS	XXXXXXX++++++++++++++++++++++++++++++++++++++00000
5. Attitude toward school	BOYS	XXXXXX++++++++++++++++++++++++++++++++000000000000
	GIRLS	XXXXXXXXXX+++++++++++++++++++++++++++++++++0000000
6. How well understand his speech	BOYS	XXXXX++00000
	GIRLS	XXXXXXX++000
7. Learning or like to read	BOYS	XXXXX+++++++++++++++++++++++++++++++++000000000000
	GIRLS	XXXXXXX+++++++++++++++++++++++++++++++++++++000000
8. Home influence on school performance	BOYS	XXXXXXXXXXXX+++++++++++++++++++++++++++++++++++000
	GIRLS	XXXXXXXXXXXXXXXXXXXX+++++++++++++++++++++++++++000
9. Health	BOYS	XXX+++00
	GIRLS	XXX++0
10. Cooperate with teacher	BOYS	XXXXXXXX++++++++++++++++++++++++++++++++++++++0000
	GIRLS	XXXXXXXXXXXXX+++++++++++++++++++++++++++++++++++00

Figure 8-2. Distribution of Student Evaluation Form Item Responses for STAY Program Students, May 1968.

Each mark represents 2%.
XXXXX = Above average
+++++ = Average
00000 = Below average

```
11.             Defiant                                         Submissive
    BOYS            XXX¢¢¢¢¢¢++++++++++++++++++++++++++++++######00000
    GIRLS           X¢¢¢¢+++++++++++++++++++++++++++++#########0000000

12.        Uncooperative                                        Cooperative
    BOYS            X¢¢¢¢¢++++++++++++++++++##############000000000000
    GIRLS           X¢¢¢+++++++++++++++++++#############00000000000000

13.            Friendly                                         Hostile
    BOYS            XXXXXXXXXXXXXX¢¢¢¢¢¢¢¢¢¢¢¢¢+++++++++++++++++++###0
    GIRLS           XXXXXXXXXXXXXX¢¢¢¢¢¢¢¢¢¢¢¢¢+++++++++++++++++++###0

14.                 Shy                                         Aggressive
    BOYS            XXX¢¢¢¢¢+++++++++++++++++++++++++++++++########000
    GIRLS           XXX¢¢¢¢¢¢¢+++++++++++++++++++++++++++++########000

15.        Irresponsible                                        Responsible
    BOYS            XXX¢¢¢¢¢+++++++++++++++++++++++++###########000000
    GIRLS           X¢¢¢++++++++++++++++++++++++############0000000000

16.                Neat                                         Unkempt
    BOYS            XXXXXXXXXXX¢¢¢¢¢¢¢¢¢¢¢¢+++++++++++++++++++++++###0
    GIRLS           XXXXXXXXXXXXXX¢¢¢¢¢¢¢¢¢¢¢++++++++++++++++++++++##0

17.            Follower                                         Leader
    BOYS            XXX¢¢¢¢¢¢¢++++++++++++++++++++++++++++++#######000
    GIRLS           XXXX¢¢¢¢¢¢¢+++++++++++++++++++++++++++++++#####000

18.               Alert                                         Dull
    BOYS            XXXXXX¢¢¢¢¢¢¢¢¢+++++++++++++++++++++++++++#######0
    GIRLS           XXXXXXXX¢¢¢¢¢¢¢¢¢¢¢+++++++++++++++++++++++++++###0
```

Figure 8-2 (continued). Distribution of Student Evaluation Form Item Responses for STAY Program Students, May 1968.

Each mark represents 2%.

On items relating to school work, these students, particularly the boys, showed a high percentage of "below average" ratings on the following items:

	Boys		Girls	
	Below avg	Above avg	Below avg	Above avg
#1 - Application to school work	34.3%	9.7%	19.5%	21.2%
#2 - Does in school work	40.6%	12.1%	22.9%	18.3%
#5 - Attitude toward school	22.8%	12.6%	13.1%	21.0%
#7 - Likes to read	25.0%	9.7%	11.1%	14.6%

On items relating to personal characteristics, low percentages of unfavorable ratings were found for all the "bad" traits adjectives. Girls were rated slightly "better" than boys generally.

The greatest difference between boys and girls was on the first item -- almost twice as many boys (34.3%) were marked "below average" in how well does he apply himself to his school work than were girls (19.5%). Only half as many boys were marked "above average" (9.7%) on this question as were girls (21.2%). The teachers found very little difference between boys and girls in their ability to understand them when they speak, their emotional maturity, and their ability to get along with others. The boys also averaged more days absent than the girls (15.1 and 11.9, respectively).

The relationship between these average scores and the scores of high school boys and girls in general will be found in Chapter 6. These scores can also be compared with the SEF scores a year earlier (Chapter 6 and Appendix A).

Comparison of 1967 with 1968 Student Evaluation Forms

Table 8-17 shows a comparison of average SEF scores for 154 students in the STAY Program in May 1968 who also had SEF scores in the data bank from May 1967. These are combined scores for both boys and girls. The 1968 SEF's were filled out by teachers of the STAY Program and the 1967 SEF's by regular classroom teachers the preceding year. The table also shows the changes between the two years on the 18 items. Only items 14 and 16 (shy-aggressive and neat-unkempt) change in an "undesirable" direction. The change toward aggressive is significant at the 5% level, and the change toward unkempt is not significant.

The table also shows the differences between the two means, the estimate of the common variance, and the t-score for this difference.* This shows that the t-scores for 3 items are significant at the 1% level or greater, and 3 at the 5% level. The other differences are not significant.

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*McNemar, Q. "Psychological Statistics." New York: Wiley and Sons, 1962, p. 103.

Significant changes are shown in such things as application to school work, home environment, alert, how well they do school work, cooperation, ability to be understood, liking to read, and getting along with others. The other less significant changes are responsibility, submissiveness (which should probably be interpreted as less defiant), aggressiveness, and leadership. It is surprising that the 5th question, attitude toward school, does not score higher, as this should be related to questions 1 and 2 which are higher.

One of the interesting aspects of this evaluation is the significant change shown in question 8, effect of home environment on school performance. That this one has moved in the positive direction indicates the positive nature of the STAY Program, as in fact do all the ratings, even though they come from the STAY teachers themselves.

It will be noted that average attendance on the two SEF's drops from 24.0 days in 1967 to 13.1 days in 1968. These two figures are probably not comparable in the STAY Program with the regular school schedule as STAY has an accelerated plan.

Composite Scores

From the data of Table 8-13 a Classroom Performance Composite and Behavior Composite were computed for the 152 students in our matched sample. The Classroom Performance Composite, made by combining items 1, 2, 7, and 18, shows 69.88 for 1967 and 74.81 for 1968. This gives a positive change of 4.93. The Behavioral Composite, formed from items 3, 4, 10, 12, 13, 15, and 16, goes up from 16.470 to 17.234 from 1967 to 1968, which is quite adequate to show the positive nature of the program.

These composites and those of other programs are discussed in Chapter 6 of this report.

Table 8-13

DISTRIBUTION OF STAY STUDENTS BY STUDENT EVALUATION FORM ITEMS

	Boys		Girls	
	N	%	N	%
1. How well does he apply himself to his school work?				
1. Above average	20	9.7	102	21.2
2. Average	116	56.0	285	59.3
3. Below average	71	34.3	94	19.5
Mean Score	2.25		1.98	
2. How well does this pupil do in his school work?				
1. Above average	25	12.1	88	18.3
2. Average	98	47.3	283	58.8
3. Below average	84	40.6	110	22.9
Mean Score	2.28		2.04	
3. How well does he get along with the other children?				
1. Above average	15	7.2	62	12.9
2. Average	177	85.5	400	83.5
3. Below average	15	7.2	17	3.5
Mean Score	2.00		1.91	
4. How is his emotional maturity?				
1. Above average	23	11.2	66	13.7
2. Average	149	72.3	362	75.3
3. Below average	34	16.5	53	11.0
Mean Score	2.05		1.97	
5. How favorable is his attitude toward school?				
1. Above average	26	12.6	101	21.0
2. Average	133	64.6	316	65.8
3. Below average	47	22.8	63	13.1
Mean Score	2.10		1.92	
6. How well can you understand him when he speaks?				
1. Above average	22	10.7	66	13.9
2. Average	164	79.6	386	81.1
3. Below average	20	9.7	24	5.0
Mean Score	1.99		1.91	

Table 8-13 (Continued)

	Boys		Girls	
	N	%	N	%
7. How well does he like, or is he learning, to read?				
1. Above average	19	9.7	66	14.6
2. Average	128	65.3	335	74.3
3. Below average	49	25.0	50	11.1
Mean Score	2.15		1.96	
8. How does his home environment affect his school performance?				
1. Favorably	39	24.2	158	40.7
2. Neither favorably nor unfavorably	111	68.9	209	53.9
3. Unfavorably	11	6.8	21	5.4
Mean Score	1.83		1.65	
9. How good is his health?				
1. Above average	10	5.4	25	5.7
2. Average	168	90.3	401	91.6
3. Below average	8	4.3	12	2.7
Mean Score	1.99		1.97	
10. How well does he cooperate with you?				
1. Above average	31	15.1	124	26.2
2. Average	156	76.1	327	69.0
3. Below average	18	8.8	23	4.8
Mean Score	1.94		1.79	
11. Defiant-Submissive				
1. Very defiant	11	5.3	9	1.9
2. Somewhat defiant	27	13.1	42	8.8
3. Average	123	59.7	276	57.6
4. Somewhat submissive	26	12.6	88	18.4
5. Very submissive	19	9.2	64	13.4
Mean Score	3.07		3.32	
12. Uncooperative-Cooperative				
1. Very uncooperative	6	2.9	7	1.5
2. Somewhat uncooperative	19	9.2	32	6.7
3. Average	73	35.3	179	37.4
4. Somewhat cooperative	57	27.5	123	25.7
5. Very cooperative	52	25.1	138	28.8
Mean Score	3.63		3.74	

Table 8-13 (Continued)

	Boys		Girls	
	N	%	N	%
13. Friendly-Hostile				
1. Very friendly	57	27.5	140	29.2
2. Somewhat friendly	55	26.6	123	25.6
3. Average	76	36.7	182	37.9
4. Somewhat hostile	14	6.8	31	6.5
5. Very hostile	5	2.4	4	0.8
Mean Score	2.30		2.24	
14. Shy-Aggressive				
1. Very shy	14	6.8	27	5.7
2. Somewhat shy	22	10.7	64	13.4
3. Average	126	61.2	282	59.0
4. Somewhat aggressive	32	15.5	79	15.5
5. Very aggressive	12	5.8	26	5.4
Mean Score	3.03		3.03	
15. Irresponsible-Responsible				
1. Very irresponsible	10	4.8	8	1.7
2. Somewhat irresponsible	22	10.7	29	6.1
3. Average	104	50.5	224	46.9
4. Somewhat responsible	44	21.4	119	24.8
5. Very responsible	26	12.6	98	20.5
Mean Score	3.26		3.56	
16. Neat-Unkempt				
1. Very neat	45	21.7	139	29.0
2. Somewhat neat	48	23.2	106	22.1
3. Average	96	46.4	216	45.1
4. Somewhat unkempt	12	5.8	15	3.2
5. Very unkempt	6	2.9	3	0.6
Mean Score	2.45		2.24	
17. Follower-Leader				
1. Definitely a follower	12	5.8	41	8.6
2 Possibly a follower	30	14.5	67	14.0
3. Neither	124	59.9	299	62.4
4. Possibly a leader	30	14.5	49	10.2
5. Definitely a leader	11	5.3	23	4.8
Mean Score	2.99		2.89	

Table 8-13 (Continued)

	Boys N	Boys %	Girls N	Girls %
18. Alert-Dull				
1. Very alert	22	10.6	76	15.9
2. Somewhat alert	39	18.8	103	21.5
3. Average	111	53.6	261	54.6
4. Somewhat dull	30	14.5	34	7.1
5. Very dull	5	2.4	4	0.8
Mean Score	2.79		2.55	
19. How many days has this student been absent for any reason since the first of this school year?				
Mean	15.7 days		13.2 days	
Median	15.1 days		11.9 days	
20. How many days has he been absent unexcused?				
Mean	0.8 days		0.7 days	
Median	0.5 days		0.5 days	
21. Was this student in a special education class this year?				
1. No	185	99.5	425	100.0
2. Yes	1	0.5	0	0.0
Mean Score	1.00		1.00	
22. Has he been in a Social Adjustment Class?				
1. No	159	94.6	388	96.8
2. Yes	9	5.4	13	3.2
Mean Score	1.05		1.03	
23. Has he been in a Team Teaching Program?				
1. No	156	95.7	386	96.2
2. Yes	7	4.3	15	3.8
Mean Score	1.04		1.04	
24. On the average, what part of his classroom time is spent in a classroom with a teacher aide present?				
1. None	169	89.9	400	93.7
2. Some, but less than 1/2	1	0.5	2	0.5
3. Over 1/2 but less than all	0	0.0	0	0.0
4. All the time	18	9.6	25	5.8
Mean Score	1.29		1.18	

Table 8-14

DISTRIBUTION OF STAY STUDENTS BY SEX AND GRADE

FREQUENCY

	8	9	10	11	12	Sub-Total	Unknown	Total	%
Boys	8	12	17	33	42	112	95	207	30.1
Girls	30	16	19	76	175	316	163	481	69.9
Total	38	28	36	109	217	428	258	686	100.0

PERCENTAGE

	N	8	9	10	11	12	Total
Boys	112	7.1	10.7	15.2	29.5	37.5	100%
Girls	316	9.5	5.1	6.0	24.1	55.4	100%
Total	428	8.9	6.5	8.4	25.5	50.7	100%

Table 8-15

DISTRIBUTION OF STAY STUDENTS BY SEX AND AGE

Age		15	16	17	18	19	20	21	22	23	Over 23	Total
Boys	N	0	1	24	50	59	35	21	6	4	0	200
	%	-	0.5	12.0	29.5	17.5	10.5	3.0	2.0	-	-	100.0
Girls	N	1	3	64	135	124	75	33	17	5	8	465
	%	0.2	0.6	13.8	29.0	26.7	16.1	7.1	3.7	1.0	1.7	100.0

Table 8-16

DISTRIBUTION OF STAY STUDENTS BY YEAR OF BIRTH AND GRADE, BOYS AND GIRLS COMBINED

	Grade					Total	
Year of Birth	8	9	10	11	12	N	%
1953 (15 yrs.)	1	0*	0	0	0	1	.2
1952 (16 yrs.)	0	4	0*	0	0	1	.2
1951 (17 yrs.)	3	13	12	14*	2	44	10.5
1950 (18 yrs.)	11	7	11	35	41*	105	25.1
1949 (19 yrs.)	14	4	6	36	68	128	30.6
1948 (20 yrs.)	5	0	3	5	57	70	16.7
1947 (21 yrs.)	4	1	0	7	31	43	10.3
1946 & earlier	1	2	3	3	17	26	6.2
Total N	39	28	35	100	216	418	
%	9.3	6.7	8.4	23.9	51.7		

* At grade for age

Table 8-17

STAY PROGRAM
MEANS AND STANDARD DEVIATIONS FOR 18 ITEMS FROM 1967 AND 1968
STUDENT EVALUATION FORMS, THE DIFFERENCE BETWEEN MEANS,
t-SCORES, AND LEVEL OF SIGNIFICANCE (Matched Sample of 152 Cases)

Item No.	1967		1968		Diff. between Means	t-Scores	Significance Level
	M	SD	M	SD			
1	2.222	0.630	2.046	0.674	.176	2.358	*
2	2.281	0.622	2.078	0.685	.203	2.713	*
3	1.960	0.379	1.921	0.407	.039	0.868	
4	2.032	0.568	2.006	0.521	.026	0.417	
5	2.111	0.532	1.986	0.621	.025	1.889	
6	1.960	0.442	1.899	0.397	.061	1.269	
7	2.092	0.569	2.006	0.510	.086	1.393	
8	1.853	0.669	1.663	0.597	.190	2.622	**
9	1.967	0.451	1.963	0.331	.004	0.089	
10	1.934	0.626	1.812	0.561	.122	2.091	*
11	3.146	0.780	3.291	0.949	.145	1.459	
12	3.555	1.087	3.699	1.091	.144	1.156	
13	2.326	0.923	2.278	1.071	.048	0.420	
14	2.946	0.817	3.093	0.929	.147	1.469	
15	3.250	1.043	3.459	1.078	.209	1.724	
16	2.157	0.914	2.165	0.975	.008	0.213	
17	2.807	0.797	2.913	0.818	.106	1.148	
18	2.822	0.877	2.559	0.930	.263	3.029	**
Absent	24.013	17.910	13.057	8.108	(See Note)		

* Significant at 5% level or greater
** Significant at 1% level or greater
NOTE: Because of the different length of school year for the STAY Program, the comparison was not made.

Part D. Webster Girls' School

Introduction

A general description of the Webster Girls' School Program will be found on page 4-13 of this report. It is a junior-senior high school for pregnant girls, with a rotating student body where students usually remain for more than six months.

Data Available

The analysis reported here is based upon two sets of Student Evaluation Forms (SEF), one filled out by Webster School teachers on the students in the school in May 1968 and the other set filled out by teachers of the schools where these girls were enrolled in May 1967. There were 227 SEF's available for this analysis.

As the 1968 SEF's were filled out by teachers who were interested in making a success of the program, their evaluations may not be as unbiased as those of others who teach regular classes, especially when reporting on qualities which the Webster School particularly seeks to improve. Therefore, in some instances these data should be reported as descriptive rather than evaluative.

The other set of data comes from matching the identifying information about these girls with the file of SEF's filled out by regular classroom teachers in 1967. One third of the 1968 SEF's (78) were found to have a matching 1967 SEF.

Description of Webster School Students in May 1968

Table 8-18 (at the end of Part D, Chapter 8) shows the responses to each of the items on the SEF by the school grade of each girl, expressed in percentages. Also shown is the overall average response for all girls combined, also expressed in percentage. Also shown is the mean "score" for each item, which can be used to compare these girls with students in other programs.

In general, Table 8-19 shows that the girls ranged from the 7th grade through the 12th grade, with almost half of them in the 10th and 11th grades. Their dates of birth ranged from 1955 to 1948. Over half of them had birth dates in 1951 and 1952. Table 8-20 shows that 42.5% of these girls were either at the proper grade for their age, or ahead. Another 35.7% were found to be approximately one year behind, while 21.8% were two years or more behind.

In general from this table it will be seen that most girls were marked "average" on most of the first 10 items. Their teachers found more girls "below average" than "above average" in their ability to apply themselves to their school work, how well they do their school work, emotional maturity, understanding their speech, and liking to read. More of the 7th and 8th grade girls were judged to be "below average" than girls in other grades on almost all of these items.

More girls were found to be "above average" on the other five questions. These concerned getting along with others, attitude toward school, good home environment, health, and cooperation with the teacher. On three of these, the 7th and 8th grade girls again scored more heavily on the "below average" side, except for questions 8 and 9. Question 8 was How does his home environment affect his school performance? Only one of the fourteen 7th graders and seven of the thirty-seven 8th graders, and none of the 11th and 12th graders, were marked as having an unfavorable home environment. Almost a third of the 9th and 10th grade girls were marked in the unfavorable home environment category.

Question 9 asked How good is his health? Seven out of nine of the girls were marked as "average" on this question, with 15% "above average" and 8% "below average". Again the 7th and 8th grade girls differed from the rest in that over 50% of each grade were marked as "above average" in health, with only 7% "below average". The group marked lowest in health was the 10th graders, with 22% in the "below average" category.

In the eight adjective rating questions which came next, the girls were generally marked at either the "good" end of the scale or neutral. The one exception to this was on question 14 (shy-aggressive) where the ratings were almost equally split between the two extremes. This indicates that neither of the two adjectives could be considered "good". It will be noted, however, from comparing the mean score on this item that the 7th graders averaged lowest, or shiest, with a score of 2.54, while the 12th graders averaged more toward the "aggressive" end of the scale, with a score of 3.29. This was paralleled by the ratings on the irresponsible-responsible scale, where 7th grade girls had a mean score of 3.00 and 12th grade girls a score of 3.92. This also was a relatively smooth regression toward the "responsible" end of the scale with grade level.

Question 18, which asked for a rating on an alert-dull scale, also showed a definite relationship to grade level. The 7th grade girls scored more on the "dull" side, with a 3.43, while the 12th grade girls were considered more "alert", with a 2.03.

The next two questions concerned days absent and days absent unexcused. With an over-all average of 17.6 days absent during the school year, the 7th, 8th, and 12th grade girls had approximately 14 days absent each, while the 9th, 10th, and 11th grade girls had an average of 20, 18, and 23 days absent, respectively.

These figures should be compared with responses of other groups of students found in Chapter 6.

Comparison of 1967 with 1968 Student Evaluation Forms

Table 8-21 shows the average score on the Student Evaluation Form for the 78 girls who were in Webster School in May 1968 and had been in some other Title I school the preceding May. Webster School teachers filled out the forms in 1968 while regular school teachers filled them out the preceding year. It will be seen that changes in average scores were all in the positive direction except for two items. There were seven positive changes significant at the 1% level: applying themselves to school work, ability to do school work, attitude toward school, cooperation, submissiveness, responsibility, and being a follower rather than a leader. Six other items showed positive changes significant at the 5% level, four more items showed slight positive changes, and two items changed slightly in a negative direction. The items in which changes took place in the negative direction were being able to understand speech and in hostility. However, these changes are different from zero only by chance.

Composite scores for these changes have been calculated and show that the classroom performance composite goes from 6.988 in 1967 to 7.481 in 1968, while the school behavior composite goes from 6.470 to 17.237. This compares quite favorably with girls in general.

Table 8-18

DISTRIBUTION OF WEBSTER SCHOOL STUDENTS BY STUDENT EVALUATION FORM ITEMS

	Grade						
	7	8	9	10	11	12	Total
N =	14	43	29	47	53	36	227
1. How well does he apply himself to his school work?							
1. Above average	7.1	20.9	17.2	25.5	0.0	8.3	13.7
2. Average	64.3	60.5	65.5	53.2	96.2	66.7	69.2
3. Below average	28.6	18.6	17.2	21.3	3.8	25.0	17.2
Mean Score	2.21	1.98	2.00	1.96	2.04	2.17	2.04
2. How well does this pupil do in his school work?							
1. Above average	0.0	9.3	10.7	17.0	0.0	5.6	8.0
2. Average	64.3	69.8	67.9	51.1	92.5	69.4	70.3
3. Below average	35.7	20.9	21.4	31.9	7.5	25.0	21.7
Mean Score	2.36	2.12	2.11	2.15	2.08	2.19	2.14
3. How well does he get along with the other children?							
1. Above average	28.6	11.6	7.1	12.8	0.0	9.7	9.6
2. Average	71.4	76.7	89.3	80.8	100.0	83.9	84.9
3. Below average	0.0	11.6	3.6	6.4	0.0	6.4	5.5
Mean Score	1.71	2.00	1.96	1.94	2.00	1.97	1.96
4. How is his emotional maturity?							
1. Above average	7.1	4.7	7.1	21.7	1.9	5.5	8.4
2. Average	42.9	55.8	78.6	65.2	94.3	77.8	72.5
3. Below average	50.0	39.5	14.3	13.0	3.8	16.7	19.1
Mean Score	2.43	2.35	2.07	1.91	2.02	2.11	2.11
5. How favorable is his attitude toward school?							
1. Above average	14.3	14.0	17.2	25.5	0.0	11.1	13.2
2. Average	64.3	69.8	79.3	66.0	98.1	83.3	78.9
3. Below average	21.4	16.2	3.5	8.5	1.9	5.6	7.9
Mean Score	2.07	2.02	1.86	1.83	2.02	1.94	1.95

Table 8-18 (Continued)

	Grade						
	7	8	9	10	11	12	Total
N =	14	43	29	47	53	36	227
6. How well can you understand him when he speaks?							
1. Above average	0.0	4.7	3.6	19.1	0.0	5.6	6.6
2. Average	57.1	74.4	89.3	53.2	98.1	94.4	79.7
3. Below average	42.9	20.9	7.1	27.7	1.9	0.0	13.7
Mean Score	2.43	2.16	2.04	2.08	2.02	1.94	2.07
7. How well does he like, or is he learning, to read?							
1. Above average	0.0	7.1	0.0	27.6	1.9	8.3	9.8
2. Average	57.1	64.3	83.3	42.6	96.2	86.1	72.1
3. Below average	42.9	28.6	16.7	29.8	1.9	5.6	18.1
Mean Score	2.43	2.21	2.17	2.02	2.00	1.97	2.08
8. How does his home environment affect his school performance?							
1. Above average	28.6	18.9	18.5	31.9	58.5	22.2	33.0
2. Average	64.3	62.2	44.4	40.4	41.5	77.8	52.8
3. Below average	7.1	18.9	37.0	27.7	0.0	0.0	14.2
Mean Score	1.78	2.00	2.18	1.96	1.42	1.78	1.81
9. How good is his health?							
1. Above average	57.2	51.2	0.0	6.5	0.0	2.8	14.9
2. Average	35.7	41.5	89.3	71.8	98.1	97.2	77.0
3. Below average	7.1	7.3	10.7	21.7	1.9	0.0	8.1
Mean Score	1.50	1.56	2.11	2.15	2.02	1.97	1.93
10. How well does he cooperate with you?							
1. Above average	35.7	29.3	7.1	37.0	1.9	17.1	19.4
2. Average	42.9	58.5	92.9	56.5	98.1	77.2	74.8
3. Below average	21.4	12.2	0.0	6.5	0.0	5.7	5.8
Mean Score	1.86	1.83	1.93	1.70	1.98	1.89	1.86
11. Defiant-Submissive							
1. Very defiant	0.0	2.4	0.0	2.1	0.0	5.7	1.8
2. Somewhat defiant	0.0	11.9	32.1	21.3	3.6	8.6	12.8
3. Average	85.7	81.0	53.6	42.6	60.0	45.7	59.3
4. Somewhat submissive	14.3	2.4	10.7	25.5	5.5	11.4	11.5
5. Very submissive	0.0	2.4	3.6	8.5	30.9	28.6	14.6
Mean Score	3.14	2.90	2.86	3.17	3.64	3.49	3.24

Table 8-18 (Continued)

	Grade						
	7	8	9	10	11	12	Total
N =	14	43	29	47	53	36	227
12. Uncooperative-Cooperative							
1. Very uncooperative	21.4	2.4	0.0	0.0	0.0	0.0	1.8
2. Somewhat uncooperative	7.1	16.7	0.0	10.6	7.4	5.7	8.4
3. Average	42.9	26.2	46.4	31.9	33.3	28.6	33.8
4. Somewhat cooperative	0.0	23.8	35.7	27.7	22.2	8.6	22.2
5. Very cooperative	28.6	30.9	17.9	29.8	37.1	57.1	33.8
Mean Score	3.07	3.64	3.71	3.77	3.89	4.17	3.88
13. Friendly-Hostile							
1. Very friendly	28.6	26.8	3.6	19.1	47.3	48.6	30.2
2. Somewhat friendly	35.7	41.5	35.7	29.8	21.8	14.3	29.3
3. Average	21.4	14.6	39.3	25.5	30.9	34.1	28.5
4. Somewhat hostile	14.3	14.6	21.4	23.4	0.0	0.0	11.1
5. Very hostile	0.0	2.4	0.0	2.1	0.0	0.0	0.9
Mean Score	2.21	2.24	2.79	2.60	1.84	1.88	2.23
14. Shy-Aggressive							
1. Very shy	7.7	4.9	3.6	4.3	5.8	9.7	5.5
2. Somewhat shy	46.2	21.9	31.1	17.0	19.2	3.2	20.3
3. Average	30.8	56.1	39.3	53.2	44.2	45.2	47.5
4. Somewhat aggressive	15.4	7.3	17.9	17.0	25.0	32.2	18.9
5. Very aggressive	0.0	9.8	7.1	8.5	5.8	9.7	7.8
Mean Score	2.54	2.95	2.93	3.08	3.06	3.29	3.03
15. Irresponsible-Responsible							
1. Very irresponsible	14.3	11.9	3.6	2.1	0.0	0.0	4.0
2. Somewhat irresponsible	21.4	16.7	14.3	4.3	5.6	5.6	9.3
3. Average	21.4	21.4	50.0	42.6	37.0	33.3	35.4
4. Somewhat responsible	35.7	35.7	14.3	25.5	24.1	25.0	27.0
5. Very responsible	7.1	14.3	17.8	25.5	33.3	36.1	24.3
Mean Score	3.00	3.24	3.28	3.68	3.85	3.92	3.58
16. Neat-Unkempt							
1. Very neat	35.7	45.2	35.7	34.1	53.7	45.7	42.2
2. Somewhat neat	21.4	26.2	25.0	21.3	18.5	45.7	27.6
3. Average	28.6	26.2	39.3	25.5	25.9	8.6	24.5
4. Somewhat unkempt	14.3	2.4	0.0	17.0	1.9	0.0	5.3
5. Very unkempt	0.0	0.0	0.0	2.1	0.0	0.0	0.4
Mean Score	2.21	1.86	2.04	2.32	1.76	1.63	1.94

Table 8-18 (Continued)

	Grade						
	7	8	9	10	11	12	Total
N =	14	43	29	47	53	36	227
17. Follower-Leader							
1. Definitely a follower	57.1	28.6	7.1	4.3	31.5	25.0	22.1
2. Possibly a follower	28.6	23.8	32.1	25.5	1.9	27.8	20.8
3. Neither	0.0	28.6	35.7	48.9	37.0	16.7	32.3
4. Possibly a leader	14.3	11.9	17.9	8.5	24.1	19.4	16.4
5. Definitely a leader	0.0	7.1	7.1	17.8	5.6	11.1	8.4
Mean Score	1.71	2.45	2.86	3.00	2.70	2.64	2.68
18. Alert-Dull							
1. Very alert	7.1	19.1	10.7	26.1	22.2	33.3	21.8
2. Somewhat alert	14.3	23.8	17.9	13.0	29.6	33.3	22.7
3. Average	35.7	33.3	57.1	39.2	48.2	30.6	41.8
4. Somewhat dull	14.3	21.4	14.3	17.4	0.0	2.8	10.6
5. Very dull	28.6	2.4	0.0	4.3	0.0	0.0	3.1
Mean Score	3.43	2.64	2.75	2.61	2.26	2.03	2.51
19. How many days has this student been absent for any reason since the first of this school year?							
Mean (days)	13.8	14.0	20.2	18.1	22.6	14.8	17.6
Median (days)	9.0	7.7	15.5	16.7	21.5	6.0	3.0
20. How many days has he been absent unexcused?							
Mean (days)	0.2	0.5	0.5	0.0	0.2	0.7	0.3
Median (days)	0.1	0.2	0.2	0.0	0.1	0.2	0.1
21. Was this student in a special education class this year?							
1. No	92.8	100.0	60.7	74.5	63.0	50.0	72.8
2. Yes	7.2	0.0	39.3	25.5	37.0	50.0	27.2
Mean Score	1.07	1.00	1.39	1.26	1.37	1.50	1.27
22. Has he been in a Team Teaching Program?							
1. No	0.0	23.2	85.0	94.4	100.0	100.0	74.8
2. Yes	100.0	76.8	15.0	5.6	0.0	0.0	25.2
Mean Score	1.00	1.77	1.50	1.06	1.00	1.00	1.25

Table 8-19

DISTRIBUTION OF WEBSTER SCHOOL STUDENTS BY YEAR OF BIRTH AND GRADE

Year of Birth	Grade 7	8	9	10	11	12	Total N	%
1955 (13 yrs.)	2	0	0	0	0	0	2	0.9
1954 (14 yrs.)	6	5	1	0	0	0	12	5.4
1953 (15 yrs.)	6	16	7	0	0	0	29	13.1
1952 (16 yrs.)	0	20	13	26	1	0	60	27.1
1951 (17 yrs.)	0	1	8	15	30	0	54	24.4
1950 (18 yrs.)	0	0	0	5	18	22	45	20.4
1949 (19 yrs.)	0	0	0	0	6	11	17	7.7
1948 (20 yrs.)	0	0	0	0	0	2	2	0.9
Total N	14	42	29	46	55	35	221	
%	6.3	19.0	13.1	20.8	24.9	15.8		

Table 8-20

DISTRIBUTION OF WEBSTER SCHOOL STUDENTS BY GRADE AND NORMAL GRADE PLACEMENT

Grade Placement	Grade 7	8	9	10	11	12	Total N	%
1 yr. ahead	-	-	1	0	1	0	2	0.9
At age/grade	2	5	7	26	30	22	92	41.6
1 yr. behind	6	16	13	15	18	11	79	35.7
2 yrs. behind	6	20	8	5	6	2	47	21.3
3 yrs. behind	0	1	0	0	0	0	1	0.5

Table 8-21

WEBSTER GIRLS' SCHOOL
MEANS AND STANDARD DEVIATIONS FOR 18 ITEMS FROM 1967 AND 1968 STUDENT EVALUATION FORMS[x], THE DIFFERENCE BETWEEN MEANS, t-SCORES, AND LEVEL OF SIGNIFICANCE (Matched Sample of 152 Cases)

Item No.	1967		1968		Diff. between Means	t-Scores	Significance Level
	M	SD	M	SD			
1	2.324	0.627	2.038	0.633	.286	2.836	**
2	2.320	0.634	2.141	0.551	.179	1.884	
3	2.038	0.520	1.986	0.385	.052	0.706	
4	2.141	0.527	2.078	0.510	.063	0.754	
5	2.115	0.602	1.948	0.532	.167	1.838	
6	2.012	0.377	2.039	0.474	-.027	-0.390	
7	2.103	0.575	2.027	0.552	.076	0.825	
8	1.855	0.687	1.780	0.606	.075	0.707	
9	2.039	0.445	1.907	0.520	.132	1.691	
10	1.933	0.643	1.881	0.489	.052	0.562	
11	2.851	0.946	3.311	0.921	.460	3.027	**
12	3.391	1.269	3.868	1.075	.477	2.481	*
13	2.293	1.062	2.298	1.000	-.005	-0.030	
14	3.270	0.997	3.054	1.025	-.216	1.295	
15	3.283	1.222	3.714	1.061	.431	2.311	*
16	2.199	1.026	2.039	1.088	.160	0.930	
17	3.162	1.007	2.662	1.231	-.500	-2.737	**
18	2.767	0.905	2.493	1.119	.274	1.653	
Absent	19.671	18.596	15.919	17.611	(See Note)		

* Significant at 5% level or greater
** Significant at 1% level or greater
NOTE: Because of the different length of time individual girls spent in the Webster Girls' School, the comparison was not made.

Chapter 9

SUMMARY AND CONCLUSIONS

Overview

There were almost 70,000 students in the 95 public and private schools that made up the target area for expenditure of Title I funds during the summer of 1967 and the school year of 1967-68. There were 21 different summer programs and 29 regular school year programs which received Title I funds. Enrollments in these programs ranged from a bare handful to thousands of students. Some programs were specific in nature, like Widening Horizons for 9th graders; some were very general, like the teacher aide programs. Most of the programs served Title I students directly, but some served them only indirectly, like the teacher training programs and the addition of administrative staff. All had the general intent of supplying services to compensate for the effects of poverty and to prevent dropouts.

The objective of all of these efforts was to bring about favorable changes in the performance and attitude of the target population. The amount and kind of effect of any one of these programs is extremely difficult to isolate and measure. The effects of out-of-school factors are also variable from student to student, program to program, school to school, and from age group to age group. Events like the civil disturbances in April 1968, which took place right in the middle of the Title I target area, also left their mark on performance and attitude of school students, teachers, and administrators, all in differing manners and proportions. How should the effects of these programs be measured? How can it be determined which programs should be continued, which ones changed, and which ones dropped? These questions can only be answered in terms of the classroom performance and behavior of students.

The evaluations in this report are based principally on what the classroom teachers saw in their classroom. Most of the teachers had no knowledge of what programs the children in her class participated in. The evaluations of hundreds of teachers have been combined to compare the classroom performance of the students in Title I programs with the students who were not, and also with the teacher evaluations of the preceding year. For example, if the classroom performance of the students who were in the Summer Social Adjustment Program improved more than that of their cohorts, then the assumption is made that some aspect of the program had a favorable effect on the students in it. If the students in the English in Every Classroom Program had a better School Adjustment Composite than other junior high school students, then there was probably less disruption of the classroom and thus a better climate for learning.

Basis for Evaluation

It has been pointed out that statistical evidence of change must be interpreted in the light of all the facts, both statistical and non-statistical. Sometimes decisions regarding programs are made which appear to be contrary to evidence when there are other overriding considerations.

The primary basis for the evaluations which follow was the consideration of the changes in the Classroom Performance Composite and the School Adjustment Composite as described earlier in this report. Secondary consideration was given to such things as the cost per pupil relative to other similar programs, the level of absences of the students in the program, the kind of students in the program, and the extent to which the objectives of the program appeared to coincide with the objectives of Title I.

Table 9-1 shows a summary of the performance of the students in each of the programs for which there were sufficient data for analysis in three areas: changes in the Classroom Performance and School Adjustment Composites and changes in the average number of days absent. In this table the figures in the Difference columns in Tables 6-2 and 6-3 (on pages 6-18 and 6-19, respectively) have been corrected for an estimate of the kind of students in the program. For example, the Social Adjustment Program was for junior high school students. The expected average changes in junior high school students, as obtained from Table 6-4 (on page 6-20), were used in arriving at the summary in Table 9-1. The difference figures have been replaced with symbols for easier comparison. In this table the symbols "++" indicate that a particular program was considerably above the others in the gains for that measure, as observed by the teachers. A "+" indicates a positive change but not so great. An "0" indicates very little change or no change at all. A "-" indicates a change in the negative direction. The "Total" column indicates the sum of the minuses subtracted from the sum of the pluses.

Effectiveness of Programs

The factors discussed above were taken into consideration in making up the priority list which follows. Priorities were given only for those programs about which sufficient information was available for adequate judgment. Priority groups were defined as follows:

Priority 1 - Those programs which appeared to be the most effective in that they tended to improve the classroom performance and the school adjustment of the students in them. They also appeared to reduce absence and to deal with the part of the target school population most likely to drop out of school. The cost per pupil of these programs compared favorably with others. Priority 1 category has been divided into groups 1-A and 1-B.

Table 9-1

CHANGES IN CLASSROOM PERFORMANCE COMPOSITE, SCHOOL ADJUSTMENT COMPOSITE, AND AVERAGE ABSENCES FOR TITLE I PROGRAMS

	Summer Programs	CPC	SAC	Absences	Total
410	Social Adjustment	+	++	+	4
430	STAY Program	++	+	0	3
440	Joint Public & Parochial--15-12	++	++	-	3
450	JHS College Prep--Gonzaga	+	++	+	4
470	Summer Occupational Orientation	-	--	-	-4
500	Primary Summer School	+	+	0	2
520	Theater Workshops	-	--	+	-2
530	Georgetown College Orientation	+	-	+	1
540	Secondary School Enrichment	+	+	-	1
550	Morning Physical Fitness	+	0	0	1
560	Special Orientation for 6th Graders	++	++	-	3
570	Summer Camping	+	+	+	3
580	Instrumental Music	+	0	+	2
600	Vocational Orientation	0	+	+	2
610	MSD JHS & Teacher Training Institute	-	-	-	-3
	Regular Programs				
244	Expansion of Language Arts Program	0	++	0	2
247	Breakfast Program	-	+	-	-1
249	Saturday Music Program	+	+	+	3
261	Webster Girls' School	++	++		4
262	STAY Program	+	++		3
264	Reading Incentive Seminars	+	0	0	1
281	Urban Service Corps - Clothing	0	+	+	2
281	Urban Service Corps - Glasses	+	0	+	2
281	Urban Service Corps - Hearing Aids	0	--	+	-1
283	Pupil Personnel Services Teams	+	+	+	3
284	Future for Jimmy	0	+	0	1
285	Widening Horizons	0	++	+	3
324	Special Aides, "Model" Model Schools	+	0	+	2
325	Teacher Aides & Assistants, MSD	+	-	+	1
329	English in Every Classroom, MSD	+	-	0	0

NOTE:
++ = Substantial positive change
+ = Moderate positive change
0 = No change
- = Moderate negative change
-- = Substantial negative change

Priority 2. Those programs which appeared to have merit, and which although they tended to improve either classroom performance or school adjustment, may not have been fulfilling as many of the requirements or objectives of effective programs as those in Priority 1.

Priority 3. Low-priority projects, particularly those which appeared to be associated with undesirable changes in the students involved, or to have other undesirable characteristics such as not dealing with the part of the population most likely to drop out of school.

Table 9-2 shows the priorities assigned to Title I programs for summer 1967 and regular school year 1967-68 on the basis of these considerations. A discussion of these priorities follows. In the last column of the table are shown the priorities which had been assigned to the summer programs (see report entitled "Evaluation of ESEA Title I Programs, Summer 1967") based primarily upon the non-statistical evidence (see page 66 of the previous report) which was available at the time that report was written. These summer program priorities have now been revised based upon the evaluations of the classroom teachers.

Summer 1967 Programs

PRIORITY 1-A: (in alphabetical order)

#440 Joint Public and Parochial--15-12. This joint public-private school program apparently resulted in considerable positive change in both the Classroom Performance and the School Adjustment Composites. The absence rate during the next year for the girls involved appeared to be slightly greater than for other girls. The objectives of the program were directly related to the purposes of Title I. Three-fourths of the students were from Title I schools. The per-pupil cost was relatively high.

#500 Primary Summer School. The children in this program showed improvements in both classroom performance and school adjustment. This was one of the summer programs which served children who were low on these two factors to begin with. It is considered that this was a very essential program from many points of view, the most important of which was to maintain the educational pace, so often lost during the summer. Although in terms of total outlay this was the most expensive program, in terms of the cost per pupil it compared quite well with others.

#480 and #283 Pupil Personnel Services Teams (Summer and Winter). The students in the work load of the Pupil Personnel Services Teams were next only to the students who received clothing from the Urban Service Corps as the ones needing the most remedial attention, judging by the low evaluations of their teachers on the two composites. These students improved somewhat in their attendance, and the teachers judged their home environment more conducive to school work, but otherwise there were only small gains observable in the two composites. This exceedingly worthwhile program backed up other programs, such as the Summer Camping Program and many others. The evaluations by the Teams

Table 9-2

PRIORITIES ASSIGNED TO TITLE I PROGRAMS
SUMMER 1967 AND SCHOOL YEAR 1967-68

SUMMER 1967		Previous Report*
Priority 1-A:		
410	Social Adjustment	1-A
420	Webster Girls' School	1-A
430	STAY Program	1-A
440	Joint Public & Parochial--15-12	2
480	Pupil Personnel Services Teams	1-A
500	Primary Summer School	1-A
560	Special Orientation for 6th Graders	3
Priority 1-B:		
450	JHS College Prep--Gonzaga	2
540	Secondary School Enrichment	1-B
550	Morning Physical Fitness	2
570	Summer Camping	1-A
580	Instrumental Music	1-A
600	Vocational Orientation	1-B
Priority 2:		
460	Summer Scholarships	2
530	Georgetown College Orientation	3
Priority 3:		
470	Summer Occupational Orientation	1-B
520	Theater Workshops	2
610	MSD JHS and Teacher Training Institute	1-A

SCHOOL YEAR 1967-68	
Priority 1-A:	
241	Preschool Children-Parent Orientation
249	Saturday Music Program
261	Webster Girls' School
262	STAY Program
264	Reading Incentive Seminars
281	Urban Service Corps
283	Pupil Personnel Services Teams
285	Widening Horizons, MSD
Priority 1-B:	
244	Expansion of Language Arts
324	Special Aides, "Model" Model
325	Teacher Aides & Assistants, MSD
326	Community School, MSD
328	Cardozo Data Processing, MSD
329	English in Every Classroom, MSD
Priority 2:	
246	Food Services
247	Breakfast Program
284	Future for Jimmy
286	Reading & Speech-Hearing Clinics
321	Instructional Staff, MSD
322	Staff Development, MSD
323	"Model" Model School Staff
Priority 3:	
265	Living Stage
282	Audiovisual Program
327	Cultural Enrichment, MSD
Should be financed from funds for the education of handicapped children:	
243	Emotionally Disturbed Children

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*Dailey, J.T., and Neyman, Jr., C.A. "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967", Final report on Contract NS-6837 to the Government of the District of Columbia. Washington, D.C.: The George Washington University, Education Research Project, March 1968, page 67.

of the difficulties of each student, and their intervention in many aspects of the student's problems are a long continuing aspect of the entire program. A special section of this report (in Chapter 8) has been devoted to the analysis of the activities of these Teams.

#410 Social Adjustment. This program represented a concerted attack upon potential dropouts. These students, both boys and girls, who were found by their teachers to be quite low in both classroom performance and school adjustment in June 1967, were found to have improved in both factors the year following the summer course. This group also showed a marked decrease in number of days absent the next year. The gains in the evaluations for this group in school adjustment was greater than for any other summer program.

#560 Special Orientation for 6th Graders. The classroom performance of these students improved more than that of the students in any other summer program. In addition, there was a great improvement in the School Adjustment Composite. The cost of the program was moderate. Less than one-third of the students came from Title I schools, and only 26 of them were in the sample upon which this evaluation was based. The teachers of this group of 26 noted an increase in the items which combine to form "aggressive leadership".

#430 and #262 STAY Program (Summer and Winter). This program probably directly salvages dropouts at a lower cost than almost any other program. The students in the STAY Program received their "post-test" evaluation from the STAY teachers, which may have resulted in a slight bias in favor of the efforts of the school. The composites for these students changed substantially in the positive direction, particularly the School Adjustment Composite. The morale of the students and staff was found to be excellent. A great deal of attention was given to job placement both to help graduates and to keep students in the program until graduation.

#420 and #261 Webster Girls' School (Summer and Winter). This program deals with one of the most important factors causing dropout among girls, and directly salvages potential dropouts at a reasonable cost. While the post-test evaluations upon which the Classroom Performance and School Adjustment Composites are based were those of Webster Girls' School teachers, these girls showed a tremendous gain in both of these measures.

PRIORITY 1-B: (in alphabetical order)

#580 Instrumental Music. This unusual summer program appeared to improve the classroom performance of the Title I children who participated in it. It is to be noted that there was a very slight improvement in the School Adjustment Composite for this group. The children appeared to have a better attendance record than most before they took part in the program, and to have improved even more during the next school year. One factor which detracted from the effectiveness of this program was the low proportion of Title I students it served (approximately one-fourth). While the cost of the program per pupil attending was relatively low, this cost would go up if prorated across only Title I students.

#450 JHS College Prep--Gonzaga. Classroom performance improved somewhat for the students in this program. In addition, school adjustment improved considerably. This program, in which three-fourths of the participants were from Title I schools, was a joint public-private school venture in its third year of operation. The cost compared favorably with other summer programs, although the enrollment was relatively small. The boys and girls who attended the program had better than average attendance records.

#550 Morning Physical Fitness. Classroom performance and school adjustment improved for this group. One hundred percent of the participants in the program were from Title I schools. The attendance record of these students was lower than the average, and appeared to remain the same during the next year. The cost of the program was on the low side. It is considered that the over-all program fulfilled many of the purposes of Title I projects.

#540 Secondary School Enrichment. The students in this program showed better classroom performance and better school adjustment on their post-test evaluations. The relative cost of the program was on the low side, although only about a third of the students came from Title I schools. While the attendance records of these boys and girls appeared to be somewhat better than average, their absences increased during the next year.

#570 Summer Camping. This program improved both classroom performance and school adjustment; in fact, the evaluations of the teachers on every item of the Student Evaluation Form went up in 1968 over 1967 with the exception of a slight change downward on item 15, Irresponsible-responsible. Even the number of absences came down. This was an exceptional program in that almost every student in it was an "identified" student. There was only one other summer program that enrolled children as low as these in over-all classroom performance and school adjustment, and this was the Social Adjustment Program. The cost of the camping program was relatively low. It is probable that a camping period longer than two weeks would be more beneficial in its effect, as the period of adjustment takes up a significant portion of the time.

#600 Vocational Orientation. While the classroom performance of the students in this program did not improve markedly, the school adjustment did. Almost three-fourths of the students were from Title I schools. The cost of the program was relatively low. The students who participated in the program tended to have better than average attendance rates, although they did not improve significantly during the next school year.

PRIORITY 2: (in alphabetical order)

#530 Georgetown College Orientation. This program appeared to have a slight positive effect on the classroom performance of the students who participated in it, but school adjustment dropped considerably. The items that make up the "aggressive leadership" factor (items 11, 14, and 17) all increased significantly. This group of students were all from target-area schools. They scored higher than students in any other program as to classroom performance and school adjustment on the pre-test evaluation.

#460 Summer Scholarships

#461 Sociology Seminar--National Cathedral School
#462 International Seminars--St. Albans School
#463 The Heights Study Camp
#464 Institute of Languages--Georgetown University

These programs offered an excellent opportunity for students, particularly those from the Title I areas, to expand their viewpoint and to assist in motivating them toward higher academic achievement. No information was available as to the changes that occurred in either the classroom performance or the school adjustment of these students. In any group selected for such programs, priority should be given to selecting those students with the highest probability of dropping out of school.

PRIORITY 3: (in alphabetical order)

#610 Model School Division Junior High School and Teacher Training Institute. It should be emphasized that this group of students were obtained primarily to serve as demonstration classes at the junior high school level for teacher training in the Model School Division. As the students were drawn from the entire Model School Division, about 30% of them were not Title I students. Of the 143 students in the program, 43 were in the Matched Data File. These students were evaluated by their teachers in 1968 considerably below the evaluations by teachers in 1967, both on performance and school adjustment. This is in contrast to the findings about these students on the previous report. Although the absence rate reported in 1968 compared favorably with that of other junior high school students, it doubled over the last report on these same students in 1967.

#470 Summer Occupational Orientation. While the objectives of this program fulfilled many of the general purposes for optimum Title I programs, the students dropped in both classroom performance and school adjustment evaluations according to their teachers. The cost of the program per student was approximately double that of the Vocational Orientation program, which had better success as measured by the composites. Absences of these students increased after the summer program, as did the teacher ratings on the "defiant-submissive" scale. Perhaps the program would have had better results had there been an opportunity to plan for the job aspect of the program, which ran into considerable difficulty.

#520 Theater Workshop. This was a relatively small program. Of the 56 students in it, only 85% were in target-area schools. Of these, only 19 were in the Matched Sample File on which this evaluation is based. These 19 showed a net decrease in their classroom performance, and a tremendous loss in the school adjustment composite. This was the largest change, either positive or negative, in the entire evaluation. The only positive factors in the Student Evaluation Form items were that these students had more emotional maturity and their health was slightly better after having participated in the program. This was a relatively expensive program, and the students in the sample were relatively high on both composites before the summer program and therefore probably were not potential dropouts.

1967-68 Regular School Year Programs

PRIORITY 1-A: (in alphabetical order)

#283 Pupil Personnel Services Teams. (See write-up under Summer Programs.)

#264 Reading Incentive Seminars. The classroom performance of these students, of which liking to read is a part, improved noticeably. The change in school adjustment, however, was negative. When compared to other junior high school students, these changes were less than expected. The attendance record of these students was no better or worse than that of their cohorts. The cost of the program was moderate compared with others.

#249 Saturday Music Program. This program was designed as a follow-up for the summer program. The children in the program apparently improved in both classroom performance and school adjustment. While the cost of the program per pupil was relatively high, the population served appeared to be appropriate. Absenteeism decreased during the year.

#262 STAY Program. (See write-up under Summer Programs.)

#281 Urban Service Corps (Clothing, Glasses, Hearing Aids). It was not possible to obtain the names of students in the various tutoring programs of the Urban Service Corps. The program was therefore evaluated in terms of those children who were supplied with clothing, glasses, or hearing aids. The children in these three groups were quite different. There were almost 900 to whom clothing was given, many of them more than once. There were 176 in our sample to whom glasses were supplied. However, the number of students in our sample given hearing aids was only 15.

The students given clothing were by far the lowest group in terms of both initial and final scores on both composites. However, they made small but significant gains in both. The attendance of this group improved slightly and teachers thought their home environment was more conducive to school work (item 8 on the Student Evaluation Form).

The children who were given glasses, however, were right in the middle as far as initial teacher evaluations were concerned. This group improved markedly in school performance, which is to be expected, but did not improve so markedly in respect to school adjustment. Teachers estimated an improvement in home environment with respect to school work. This group had a noticeable change in regard to the three items making up the "aggressive leadership" factor (items 11, 14, and 17: defiant-submissive, shy-aggressive, and follower-leader, respectively). Relative to other students, their absence rate improved.

The third group of students, the ones who received hearing aids, changed almost completely in the negative direction. Both the Classroom Performance and the School Adjustment Composites went down, and the three items making up the "aggressive leadership" factor also increased. When the two composites are examined separately, it will be found that the gains on items 1 and 2 (How does he apply himself to school work, and How does he do in school work) were completely cancelled by losses in the other two items in the composite (7 - How does he like to read, and 18 - Alert-dull). It is as though obtaining a hearing aid caused a complete change in personality.

The Urban Service Corps is apparently a very effective program, in spite of the reaction of the children receiving hearing aids, and is obviously reaching the most likely dropout population. Some means should be found to do more for these students by including them in other programs.

#261 Webster Girls' School. (See write-up under Summer Programs.)

#28[illegible] Widening Horizons. This program was associated with large gains in both classroom performance and school adjustment in the 51 students who were in our matched sample. While the classroom performance went up only slightly, the school adjustment score rose more than that of any other group. This was in spite of being rated highly by their teachers to begin with. The three items that make up the "aggressive leadership" factor were mixed; that is, their teachers found them more "submissive" and "followers" but also more "aggressive". The cost of this program was relatively high. There was an improvement of their attendance with reference to their cohorts.

PRIORITY 1-B: (in alphabetical order)

#329 English in Every Classroom. This was the third year for this program which was held in only one school. Students in the program appeared to perform better in the classroom, although the teachers found that their school adjustment dropped somewhat. It is possible that the novelty of the program has worn off, and perhaps it should be tried in some other school next year. It was a relatively inexpensive program.

#244 Expansion of Language Arts. These children in seven schools of the Title I area improved in both the Classroom Performance and the School Adjustment Composites. The improvement in the SAC was greater than the CPC. The absence rate appeared to improve for this group. The cost of the program was relatively low. Teachers also noted an improvement of the home environment relative to school work.

#324 Special Aides, "Model" Model Schools. The students who had teacher aides in the "Model" Model Schools went up on the Classroom Performance Composite, and stayed the same on the School Adjustment Composite. They appeared to change toward more aggressive leadership. Their attendance rate apparently improved more than their contemporaries, and their attitude toward school also improved. Teachers commented that their home environment was more conducive to their school work. The program was relatively inexpensive, although it was not geared specifically to the "identified" students.

#325 Teacher Aides and Assistants, Model School Division. As with the #324 Special Aides - "Model" Model Schools Program, there was an improvement in the classroom performance of students in the Model School Division who had teacher aides in the classroom. However, the school adjustment score did not show this. Absences were reduced, and teachers found the home environment more conducive to school work during this same period. This was a very diverse sample including as it did over 900 cases. For this reason it is quite possible that parts of the program may have performed quite adequately.

PRIORITY 2: (in alphabetical order)

#247 Breakfast Program. This program should be ideal for meeting the needs of identified students as it directly combatted several of the reasons for dropping out of school. However, teachers' evaluations of classroom performance did not reflect any real improvement in the group, but the school adjustment did appear to improve somewhat. Teachers also reported an increase in absences for the students in our sample. This was one of the more expensive programs in terms of per-pupil expenditure. It is possible that some units of the program made better progress than others.

#284 Future for Jimmy. Classroom performance improved only slightly; there was actually a net loss as the gain was less than for other students of the same grade and sex. However, there was a substantial gain in school adjustment. The program was relatively expensive as far as the cost per pupil was concerned. The absence rate went up somewhat, but about the same as other students of the same grade and sex. This was one program in which the rating on the questions forming the "aggressive leadership" cluster went down.

PROGRAMS EVALUATED BY MEANS OTHER THAN TEACHER EVALUATIONS:

The following programs were not included in the statistical analysis of the classroom performance and school adjustment obtained from the teacher evaluations because all of the students in the target schools participated or benefited therefrom:

#246	Food Services
#265	Living Stage
#282	Audiovisual Program
#326	Community School, MSD
#327	Cultural Enrichment, MSD

Descriptions of these programs are included in Chapter 4.

Some programs were omitted from the analysis because of the fact that it was not possible to obtain pre-test and post-test evaluations. Program #243 Emotionally Disturbed Children, was one of these. These children were never in a normal school situation and the majority of them had been in the experimental situation for over a year. Another program where there was no pre-test or post-test was #241 Preschool Children-Parent Orientation, where the children involved were pre-schoolers and would not be available for evaluation by a classroom teacher until the next school year. Also, there was no way to measure directly the effect on children of the staff development programs (#231 Instructional Staff, MSD; #322 Staff Development Program, MSD; and #323 "Model" Model School Staff).

There were several programs where no rosters were available so no identification could be made of the children who participated in them for comparison. These included the #286 Reading and Speech-Hearing Clinics, and the #328 Cardozo Data Processing Program.

It was not possible to evaluate several of the teacher aide programs directly as computer programming caused these data to be unavailable at the time of the analysis. These were #242 Reading, Mathematics, and Classroom Assistance; #245 Teacher Assistant Training Program; #248 Teacher Aides (Elementary); and #263 Teacher Aides and Teacher Assistants (Secondary).

Conclusions

The following conclusions can be drawn from the study:

1. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration.

2. Many Title I programs were found to be associated with gains in both classroom performance and school adjustment. Some of the most promising were summer programs.

3. Many Title I programs were found to be associated with decreases in absences on the part of the students in them.

4. The following types of programs were associated with the greatest positive change:

   a. Pre-kindergarten programs

   b. Enriched primary and secondary summer school programs

   c. Pupil Personnel Services Teams, which dealt directly with the problems of the students, particularly as they involved the home environment

   d. Reading Incentive Seminars, where students were given their own books to read and participated in discussion sessions regarding them

   e. A special summer social adjustment program for students who had not adjusted to regular classroom situations

f. Summer camping programs, which broadened the outlook of culturally deprived children

g. Special high schools for pregnant girls (Webster) and for getting dropouts back into school to complete their high school work (STAY)

5. There was little correlation between estimated program effectiveness and the cost on a per-pupil basis. There was a wide range between the students in the various programs, as can be seen from the great differences in the evaluations by teachers in the performance and attitude of the students. The students in the Social Adjustment Program were much different from those in the Georgetown College Orientation Program, for example. A wide diversity of programs is essential to meet the needs of this target population.

6. Three principal factors associated with the Student Evaluation Form emerged from the factor analyses of the data: School Adjustment, Classroom Performance, and Aggressive Leadership.

7. The effect of home environment on school work did not emerge as a factor, and was found to be associated with classroom performance and school adjustment in varying combinations. Teachers associated this influence most highly with the item concerning favorable attitudes toward school.

8. While the intercorrelations between the same items on the pre- and post-tests tended to be rather low (below 0.40), the stability of the composite as judged from the consistent recurrence of the items in them was much greater, and are therefore more appropriate for measuring the effects of Title I programs than any single item would be.

9. When the classroom performance of the various grade groups is examined, it will be seen that there was a considerable difference between them and between boys and girls at various levels. Almost all of them moved in a positive direction over the period of this report except for two groups of girls -- the 10th-12th grade group who changed in a negative direction, and the 7th-9th grade group which showed little or no change.

10. When the School Adjustment Composite is examined by sex and grade group, it will be seen that it was the boys who changed most in the negative direction. The 10th-12th grade boys changed most, while the 4th-6th grade group showed little or no change.

11. Girls were evaluated more favorably than boys on almost every item throughout the evaluation with the single exception of item 9 - health.

12. In number of absences, boys exceeded girls over-all. The high school population showed an increase in number of days absent, while there was a decrease in the elementary schools. Identified students were absent more often than non-identified ones.

13. The Pupil Personnel Team caseload was concentrated in the elementary grades and contained more boys than girls. The problem of slow learner occurred most frequently, followed by attendance. The pattern of problems differed greatly between grade groups, as well as between girls and boys.

14. The number of personal books the Pupil Personnel Services Teams reported the student to have was found to be most closely associated with how much education his family wanted him to have. Also associated with these two variables were the observations of the Teams about the adequacy of the student's place to study, a home atmosphere conducive to school work, and neatness of the home. For many students the number of books he had was associated with a positive attitude toward school.

15. Most parents of the identified students wanted their children to graduate from high school. A third of them wanted their children to get some college education. This desire appeared to be rather stable in the population regardless of the sex or grade of the child. Corresponding information was not known about non-identified students since this type of information was reported by the Pupil Personnel Services Teams, who dealt only with identified students.

16. The Teams failed to find many emotional problems confronting this population. However, severe economic hardship appeared to be a major problem, more evident in the children in the lower grades than in the higher ones.

17. Five factors emerged from the series of factor analyses of the Pupil Personnel Services Teams Evaluation Forms for the various groups of children. These were: Home Environment, Social Adjustment, Problems and Motivation, Out of School Problems, and Aggressive Behavior, not necessarily in that order of strength.

18. A regression analysis of the Pupil Personnel Services Teams Evaluation Forms for boys and girls in junior high school showed that students with behavioral problems were the ones that came to the attention of the school principal and were the ones most likely to be in the Teams' priority group for attention.

19. Instructional teacher aides were, on the average, married women under 39 years of age, with one or more children of their own at home. Most had completed high school and had had experience working with children, but had no aspirations for becoming teachers. There was more agreement between aides and principals (as differing from teachers) as to the duties performed by aides. Teachers tended to desire from aides more clerical duties than monitoring or instructional assistance.

Recommendations for Future Action

1. The programs which showed large negative changes in either classroom performance or school adjustment should be carefully examined to determine and remedy the causes, or dropped completely. Examples include such programs as the Summer Occupational Orientation, Theater Workshop, and the Model School Division Teacher Training Institute.

2. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target-area school. This will provide data for longitudinal studies. Any modifications to this form should be in the nature of additions to make it more useful in evaluating students in behavioral terms related to the specific objectives of Title I programs.

3. The Pupil Personnel Services Teams Evaluation Form should also be continued in use for annual evaluations of identified students. This form should be used to continuously evaluate the urgent needs of the identified student population with the objective of making Title I programs more responsive to the needs of such students.

4. The system of student evaluation by classroom teachers should be extended to all students in public schools, using automated data handling techniques as much as possible to relieve the clerical work load. It would then be possible to study the effects of all programs as well as various administrative decisions over a longer period of time than is possible at present.

5. The number of schools and students in the target area should be substantially reduced in order to concentrate the effects of Title I on a smaller group.

6. More efforts should be made to involve the parents of the students in the target schools in school programs and activities, particularly the parents of students who have been identified as potential dropouts.

APPENDICES

Appendix A: Data from Student Evaluation Forms

Appendix B: Data from Pupil Personnel Services Teams Evaluation Forms

Appendix C: Data from Teacher Aide Questionnaires

Appendix D: Copies of forms used

Appendix A

STUDENT EVALUATION FORM DATA

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Table A-1

STUDENT EVALUATION FORMS - MEANS AND STANDARD DEVIATIONS
SUMMER 1967 PROGRAMS

Table A-1(a)

#410 SOCIAL ADJUSTMENT PROGRAM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	27.09	5.33	55
67-2	26.55	6.15	55
67-3	22.73	5.25	55
67-4	25.37	6.36	54
67-5	25.82	6.29	55
67-6	22.00	6.21	55
67-7	24.42	5.74	52
67-8	22.55	7.71	51
67-9	21.09	4.58	55
67-10	24.36	6.01	55
67-11	25.00	10.76	52
67-12	24.81	11.80	52
67-13	29.04	11.59	52
67-14	33.08	9.81	52
67-15	20.77	10.07	52
67-16	30.98	12.21	51
67-17	29.42	12.59	52
67-18	30.77	11.86	52
67-ABS	33.52	21.85	44
68-1	26.23	4.77	56
68-2	26.36	4.74	56
68-3	22.07	4.11	55
68-4	23.36	5.03	55
68-5	26.04	4.76	56
68-6	20.98	3.83	56
68-7	23.93	5.91	55
68-8	21.92	6.67	53
68-9	20.98	2.93	54
68-10	21.87	6.52	55
68-11	25.59	8.83	56
68-12	27.73	11.48	56
68-13	25.32	10.69	56
68-14	32.43	8.01	56
68-15	25.79	11.67	56
68-16	27.43	10.09	56
68-17	29.20	10.38	56
68-18	31.38	7.78	56
68-ABS	27.88	21.26	51

Table A-1(b)

#430 STAY PROGRAM (SUMMER)

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.82	6.52	34
67-2	23.82	6.04	34
67-3	20.29	1.71	34
67-4	20.59	4.89	34
67-5	21.47	5.58	34
67-6	20.88	4.52	34
67-7	23.64	6.03	33
67-8	19.12	7.12	34
67-9	19.41	4.22	34
67-10	20.88	6.21	34
67-11	32.65	7.51	34
67-12	32.06	11.49	34
67-13	27.06	10.60	34
67-14	28.18	7.69	33
67-15	30.29	9.69	34
67-16	23.24	10.93	34
67-17	26.06	7.04	33
67-18	32.12	7.40	33
67-ABS	21.75	14.68	32
68-1	23.27	5.87	37
68-2	23.78	5.60	36
68-3	20.51	3.48	35
68-4	21.19	3.99	36
68-5	21.00	5.58	37
68-6	20.46	3.01	37
68-7	21.31	4.09	35
68-8	16.59	6.41	32
68-9	19.94	3.40	36
68-10	19.03	5.78	37
68-11	30.57	9.20	37
68-12	32.97	9.31	37
68-13	24.92	9.19	37
68-14	31.14	8.70	37
68-15	29.68	11.47	37
68-16	24.22	11.89	37
68-17	28.51	10.20	37
68-18	26.97	8.87	37
68-ABS	23.29	22.45	31

Table A-1(c)

#440 JOINT PUBLIC & PAROCHIAL--15-12

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	20.63	7.16	32
67-2	21.88	7.38	32
67-3	19.69	4.00	32
67-4	22.81	5.23	32
67-5	19.68	5.47	31
67-6	21.56	5.15	32
67-7	20.94	5.88	32
67-8	17.14	7.63	28
67-9	20.63	3.54	32
67-10	19.06	5.30	32
67-11	31.33	10.42	30
67-12	39.38	9.82	32
67-13	21.25	13.14	32
67-14	28.13	12.03	32
67-15	35.16	10.29	31
67-16	23.55	10.82	31
67-17	30.00	12.44	32
67-18	28.13	12.03	32
67-ABS	6.54	6.67	28
68-1	19.19	7.22	37
68-2	20.27	6.45	37
68-3	19.19	4.33	37
68-4	20.00	6.24	37
68-5	18.65	6.31	37
68-6	19.19	3.63	37
68-7	19.43	5.91	35
68-8	15.14	6.58	35
68-9	18.65	3.47	37
68-10	16.49	6.33	37
68-11	31.67	8.78	36
68-12	38.38	11.43	37
68-13	20.81	9.24	37
68-14	28.33	9.41	36
68-15	36.49	11.11	37
68-16	20.81	9.24	37
68-17	29.46	8.80	37
68-18	23.51	9.49	37
68-ABS	10.55	12.27	29

Table A-1(d)

#450 JHS COLLEGE PREP--GONZAGA

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	17.65	5.62	17
67-2	19.41	4.29	17
67-3	18.24	5.29	17
67-4	20.00	5.00	17
67-5	16.47	6.06	17
67-6	19.41	4.29	17
67-7	18.82	6.00	17
67-8	14.12	6.18	17
67-9	19.41	4.29	17
67-10	17.06	6.86	17
67-11	31.43	8.64	14
67-12	41.88	9.81	16
67-13	18.75	8.85	16
67-14	28.13	14.71	16
67-15	40.63	9.29	16
67-16	19.33	8.84	15
67-17	30.00	12.65	16
67-18	21.25	10.88	16
67-ABS	9.67	4.25	12
68-1	16.89	6.08	19
68-2	17.58	5.85	19
68-3	16.16	5.70	19
68-4	18.28	5.51	18
68-5	16.32	6.02	19
68-6	17.84	5.26	19
68-7	17.79	5.37	19
68-8	13.11	5.49	18
68-9	17.53	4.14	19
68-10	16.53	5.65	19
68-11	33.44	7.11	18
68-12	41.11	9.07	19
68-13	16.05	5.89	19
68-14	31.05	8.83	19
68-15	39.84	9.39	19
68-16	14.58	5.40	19
68-17	32.16	11.43	19
68-18	21.58	7.91	19
68-ABS	9.27	8.00	15

Table A-1(e)

#470 SUMMER OCCUPATIONAL ORIENTATION

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	20.54	5.85	56
67-2	20.00	5.72	56
67-3	17.86	4.94	56
67-4	19.11	4.78	56
67-5	18.57	5.20	56
67-6	18.57	3.53	56
67-7	18.85	4.71	52
67-8	15.09	6.08	53
67-9	17.86	4.56	56
67-10	17.32	4.86	56
67-11	34.07	7.40	54
67-12	40.73	9.59	55
67-13	18.91	9.56	55
67-14	29.64	9.22	55
67-15	38.89	9.84	54
67-16	19.09	9.86	55
67-17	30.55	11.45	55
67-18	23.70	8.75	54
67-ABS	10.50	10.71	48
68-1	20.78	5.75	60
68-2	20.77	5.63	60
68-3	18.32	4.83	60
68-4	19.57	5.54	60
68-5	19.00	5.75	60
68-6	19.60	4.22	60
68-7	19.18	4.80	57
68-8	14.85	5.66	55
68-9	19.27	4.48	60
68-10	18.33	5.53	60
68-11	30.02	5.58	58
68-12	36.55	10.50	58
68-13	21.81	10.07	58
68-14	30.53	6.93	58
68-15	35.46	10.62	59
68-16	21.29	9.61	59
68-17	30.71	9.18	59
68-18	26.17	8.95	58
68-ABS	17.16	42.64	49

Table A-1(f)

#500 PRIMARY SUMMER SCHOOL

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.80	5.92	645
67-2	24.78	5.70	645
67-3	21.35	4.82	644
67-4	23.13	5.27	643
67-5	20.90	5.24	644
67-6	21.46	4.83	645
67-7	24.07	5.91	612
67-8	18.53	6.98	626
67-9	20.08	3.32	643
67-10	20.23	5.62	643
67-11	31.80	10.00	621
67-12	33.85	11.31	629
67-13	24.38	10.18	632
67-14	28.08	10.09	620
67-15	31.26	11.00	621
67-16	25.37	11.37	631
67-17	27.54	10.45	625
67-18	31.21	10.47	620
67-ABS	9.76	10.86	571
68-1	23.07	6.62	675
68-2	23.84	6.01	675
68-3	21.36	4.91	672
68-4	22.63	5.45	673
68-5	20.77	5.25	674
68-6	21.48	5.10	675
68-7	23.45	6.28	669
68-8	17.20	6.74	661
68-9	20.02	3.68	660
68-10	20.11	5.35	660
68-11	31.21	10.06	656
68-12	34.47	11.56	664
68-13	23.38	10.45	667
68-14	28.73	10.67	662
68-15	31.95	11.54	663
68-16	24.89	11.96	670
68-17	28.29	10.79	668
68-18	29.63	10.83	663
68-ABS	8.79	22.86	550

Table A-1(g)

#520 THEATER WORKSHOPS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	16.32	6.84	19
67-2	16.32	6.84	19
67-3	15.79	5.07	19
67-4	13.95	6.58	19
67-5	14.74	5.13	19
67-6	14.21	5.07	19
67-7	16.32	8.31	19
67-8	13.89	6.08	18
67-9	16.32	4.96	19
67-10	15.26	6.12	19
67-11	30.00	10.00	17
67-12	40.56	11.62	18
67-13	17.06	8.49	17
67-14	36.47	8.62	17
67-15	42.35	8.31	17
67-16	20.56	9.38	18
67-17	38.82	9.28	17
67-18	21.67	10.98	18
67-ABS	6.64	5.37	11
68-1	17.32	6.36	19
68-2	16.37	5.79	19
68-3	19.79	4.80	19
68-4	19.16	6.27	19
68-5	17.32	6.34	19
68-6	17.53	6.29	19
68-7	16.72	6.68	18
68-8	13.78	5.98	18
68-9	17.26	5.73	19
68-10	18.11	6.92	19
68-11	28.95	5.67	19
68-12	36.37	9.46	19
68-13	20.68	8.76	19
68-14	36.16	8.96	19
68-15	37.11	10.71	19
68-16	23.05	11.02	19
68-17	36.42	8.15	19
68-18	22.05	11.37	19
68-ABS	6.00	6.49	14

Table A-1(h)

#530 GEORGETOWN COLLEGE ORIENTATION

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	13.85	6.50	13
67-2	15.00	6.50	14
67-3	15.71	5.14	14
67-4	15.00	5.19	14
67-5	13.57	4.97	14
67-6	17.14	4.69	14
67-7	15.00	5.22	12
67-8	16.67	4.92	12
67-9	16.43	6.33	14
67-10	13.57	4.97	14
67-11	33.85	6.50	13
67-12	45.00	7.60	14
67-13	16.43	7.45	14
67-14	28.57	12.31	14
67-15	44.29	7.56	14
67-16	14.29	6.46	14
67-17	30.00	10.38	14
67-18	18.57	6.63	14
67-ABS	21.36	30.87	11
68-1	16.43	8.42	14
68-2	14.29	6.46	14
68-3	15.00	5.19	14
68-4	14.29	5.14	14
68-5	12.14	4.26	14
68-6	13.57	4.97	14
68-7	12.86	6.11	14
68-8	12.31	4.39	13
68-9	15.00	5.19	14
68-10	13.57	6.33	14
68-11	33.57	11.51	14
68-12	40.71	11.41	14
68-13	19.29	7.30	14
68-14	32.86	14.37	14
68-15	39.29	13.28	14
68-16	17.14	7.26	14
68-17	33.57	13.36	14
68-18	17.14	8.25	14
68-ABS	13.30	15.39	10

Table A-1(i)

#540 SECONDARY SCHOOL ENRICHMENT

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	19.69	6.16	64
67-2	20.31	6.42	64
67-3	18.44	4.07	64
67-4	20.00	5.91	64
67-5	18.59	5.60	64
67-6	18.59	5.31	64
67-7	20.00	5.91	64
67-8	17.34	6.72	64
67-9	18.75	4.18	64
67-10	17.50	5.91	64
67-11	31.72	9.35	64
67-12	37.81	11.47	64
67-13	21.09	11.14	64
67-14	31.41	9.41	64
67-15	35.16	10.98	64
67-16	22.19	10.46	64
67-17	30.95	11.03	63
67-18	25.63	8.52	64
67-ABS	10.22	11.42	54
68-1	19.65	7.25	71
68-2	19.74	7.09	72
68-3	18.68	5.18	72
68-4	19.30	6.53	71
68-5	17.90	6.99	71
68-6	18.65	5.20	72
68-7	19.30	6.36	69
68-8	15.93	6.06	67
68-9	18.31	4.30	70
68-10	17.14	5.96	71
68-11	32.33	8.75	72
68-12	38.47	10.92	72
68-13	21.47	9.76	72
68-14	28.85	9.67	72
68-15	36.53	11.84	72
68-16	19.93	9.59	71
68-17	30.70	10.70	71
68-18	24.56	10.84	71
68-ABS	13.97	17.68	58

Table A-1(j)

#550 MORNING PHYSICAL FITNESS PROGRAM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.94	6.70	68
67-2	23.68	6.44	68
67-3	21.18	5.61	68
67-4	22.06	4.75	68
67-5	20.29	5.17	68
67-6	21.18	4.74	68
67-7	22.21	6.66	68
67-8	19.85	7.39	65
67-9	20.00	2.44	68
67-10	20.74	5.81	68
67-11	29.39	10.65	66
67-12	33.38	13.00	68
67-13	23.43	11.88	67
67-14	33.58	11.24	67
67-15	33.13	12.33	67
67-16	26.91	10.69	68
67-17	31.34	11.40	67
67-18	27.31	10.53	67
67-ABS	8.29	7.95	59
68-1	22.46	7.36	69
68-2	22.32	6.67	69
68-3	19.86	5.56	69
68-4	22.03	5.84	69
68-5	20.87	6.80	69
68-6	21.88	4.93	69
68-7	21.91	6.52	68
68-8	17.73	7.19	56
68-9	19.13	4.77	69
68-10	19.86	6.30	69
68-11	29.28	11.02	69
68-12	32.90	11.89	69
68-13	24.35	11.69	69
68-14	33.19	10.50	69
68-15	31.32	11.96	68
68-16	25.36	11.95	69
68-17	31.04	9.40	67
68-18	26.47	11.56	68
68-ABS	8.98	6.87	56

Table A-1(k)

#560 SPECIAL ORIENTATION FOR 6TH GRADERS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.27	6.85	22
67-2	22.27	6.85	22
67-3	19.55	3.75	22
67-4	20.91	6.10	22
67-5	20.00	6.17	22
67-6	20.00	4.36	22
67-7	21.82	6.64	22
67-8	16.82	7.16	22
67-9	20.00	3.09	22
67-10	18.64	5.60	22
67-11	35.00	8.02	22
67-12	38.64	11.67	22
67-13	23.18	11.29	22
67-14	25.45	9.63	22
67-15	37.27	10.77	22
67-16	21.82	11.81	22
67-17	27.27	11.20	22
67-18	26.82	12.11	22
67-ABS	6.19	4.87	16
68-1	18.04	5.68	25
68-2	19.23	5.49	26
68-3	18.46	4.70	26
68-4	19.52	6.19	25
68-5	18.44	5.28	25
68-6	17.96	4.00	26
68-7	18.42	6.15	24
68-8	13.60	5.44	25
68-9	17.32	4.70	25
68-10	17.65	6.32	26
68-11	34.28	10.39	25
68-12	41.42	11.14	26
68-13	17.83	8.71	24
68-14	30.28	11.48	25
68-15	38.68	9.56	25
68-16	18.85	8.89	26
68-17	32.68	7.41	25
68-18	22.28	8.15	25
68-ABS	8.05	8.84	21

Table A-1(1)

#570 SUMMER CAMPING

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	24.60	5.83	374
67-2	25.08	5.89	374
67-3	22.11	5.38	375
67-4	24.01	5.43	374
67-5	22.29	5.67	375
67-6	21.71	5.20	375
67-7	24.11	5.97	372
67-8	20.08	7.49	366
67-9	20.54	3.40	373
67-10	21.25	5.83	375
67-11	28.93	10.29	366
67-12	31.63	12.14	369
67-13	24.97	11.05	372
67-14	31.53	10.40	365
67-15	30.00	11.50	367
67-16	27.76	12.44	371
67-17	28.68	11.12	372
67-18	31.12	10.35	367
67-ABS	11.87	13.00	330
68-1	23.62	6.32	399
68-2	24.78	5.81	397
68-3	21.60	4.99	399
68-4	23.27	5.51	398
68-5	21.91	5.61	399
68-6	21.36	4.59	399
68-7	23.87	6.18	395
68-8	19.07	7.29	391
68-9	20.04	3.65	393
68-10	20.65	5.45	396
68-11	29.39	10.62	394
68-12	32.58	11.82	397
68-13	24.43	10.81	393
68-14	31.12	10.34	393
68-15	29.84	11.41	395
68-16	27.04	11.70	398
68-17	28.95	10.60	394
68-18	30.50	10.64	394
68-ABS	10.62	12.40	313

Table A-1(m)

#580 INSTRUMENTAL MUSIC

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	18.93	6.29	28
67-2	20.71	6.63	28
67-3	17.50	5.18	28
67-4	21.11	5.77	27
67-5	18.21	5.48	28
67-6	20.71	5.39	28
67-7	18.93	6.29	28
67-8	16.00	6.45	25
67-9	18.21	3.90	28
67-10	17.50	5.18	28
67-11	31.92	8.01	26
67-12	39.29	9.79	28
67-13	21.07	10.31	28
67-14	30.00	10.18	28
67-15	35.71	9.59	28
67-16	25.36	11.05	28
67-17	30.36	11.70	28
67-18	24.64	9.99	28
67-ABS	9.27	13.15	22
68-1	18.19	6.48	27
68-2	18.15	5.21	26
68-3	18.59	4.37	27
68-4	19.77	5.35	26
68-5	17.22	5.47	27
68-6	18.56	4.48	27
68-7	18.44	5.34	27
68-8	15.93	4.77	27
68-9	18.96	2.86	27
68-10	17.59	7.03	27
68-11	31.30	9.08	27
68-12	37.74	11.02	27
68-13	22.07	9.55	27
68-14	29.22	9.87	27
68-15	34.11	11.44	27
68-16	21.26	8.76	27
68-17	28.96	11.06	27
68-18	24.04	10.40	27
68-ABS	4.74	3.41	19

Table A-1(n)

#600 VOCATIONAL ORIENTATION

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	19.58	7.26	71
67-2	20.00	6.76	71
67-3	18.57	5.19	70
67-4	20.14	5.97	71
67-5	17.89	6.31	71
67-6	19.01	5.89	71
67-7	19.30	6.17	71
67-8	15.77	6.69	71
67-9	18.45	5.52	71
67-10	17.57	6.00	70
67-11	31.27	8.77	71
67-12	37.61	11.01	71
67-13	21.13	10.49	71
67-14	30.56	9.08	71
67-15	35.92	10.90	71
67-16	21.27	10.55	71
67-17	29.29	10.94	70
67-18	24.14	10.42	70
67-ABS	6.81	7.04	53
68-1	19.45	6.99	77
68-2	19.69	7.00	77
68-3	18.42	6.05	78
68-4	19.51	6.67	77
68-5	16.94	6.58	77
68-6	19.21	5.53	78
68-7	18.95	5.31	76
68-8	14.43	6.42	74
68-9	18.89	4.82	75
68-10	16.74	6.64	76
68-11	31.18	8.64	77
68-12	37.37	12.37	76
68-13	19.97	10.81	76
68-14	29.83	9.81	76
68-15	37.21	10.84	77
68-16	21.79	11.15	76
68-17	28.44	10.56	75
68-18	24.00	10.51	75
68-ABS	7.02	6.73	59

Table A-1(o)

#610 MSD JHS & TEACHER TRAINING INSTITUTE

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	15.12	5.53	41
67-2	17.07	6.80	41
67-3	17.80	6.13	41
67-4	18.54	5.27	41
67-5	14.63	5.52	41
67-6	17.80	4.75	41
67-7	16.83	6.50	41
67-8	12.75	5.54	40
67-9	18.29	3.81	41
67-10	14.63	5.52	41
67-11	34.75	9.33	40
67-12	43.17	10.35	41
67-13	15.25	7.84	40
67-14	32.00	9.92	40
67-15	42.20	9.36	41
67-16	18.29	10.93	41
67-17	36.34	11.99	41
67-18	18.29	11.16	41
67-ABS	5.35	4.22	37
68-1	17.28	6.85	43
68-2	18.64	7.00	42
68-3	17.28	5.11	43
68-4	18.09	5.49	43
68-5	16.19	5.38	43
68-6	18.93	4.54	43
68-7	18.14	6.37	43
68-8	14.46	6.23	41
68-9	18.81	3.95	42
68-10	16.10	5.41	42
68-11	32.93	8.02	43
68-12	41.67	10.50	43
68-13	17.91	9.14	43
68-14	30.53	9.21	43
68-15	39.91	9.58	43
68-16	18.67	8.34	43
68-17	33.60	10.36	43
68-18	19.65	9.92	43
68-ABS	11.00	22.96	27

Table A-2

STUDENT EVALUATION FORMS - MEANS AND STANDARD DEVIATIONS
SCHOOL YEAR 1967-68 PROGRAMS

Table A-2(a)

#244 EXPANSION OF LANGUAGE ARTS PROGRAM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.33	5.76	168
67-2	24.05	5.71	168
67-3	21.90	4.76	168
67-4	23.05	5.11	167
67-5	21.55	5.13	168
67-6	21.61	4.81	168
67-7	23.79	5.80	161
67-8	18.67	7.10	166
67-9	20.06	3.56	167
67-10	20.48	5.36	167
67-11	31.64	10.37	159
67-12	33.40	11.84	159
67-13	25.38	10.63	160
67-14	29.19	10.78	161
67-15	31.01	11.97	159
67-16	26.73	12.85	162
67-17	27.28	11.03	162
67-18	30.61	11.33	164
67-ABS	10.30	9.50	149
68-1	23.51	6.53	172
68-2	23.70	6.40	171
68-3	20.52	4.90	170
68-4	22.16	5.57	172
68-5	20.77	5.19	172
68-6	21.51	4.59	172
68-7	23.31	6.22	172
68-8	17.78	7.08	165
68-9	20.35	3.75	170
68-10	19.95	4.91	171
68-11	32.02	9.70	168
68-12	34.77	10.99	168
68-13	23.64	9.79	169
68-14	29.11	10.71	168
68-15	31.56	10.64	167
68-16	26.76	11.77	169
68-17	29.11	9.75	167
68-18	29.46	10.25	167
68-ABS	8.24	8.68	145

Table A-2(b)

#247 BREAKFAST PROGRAM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.79	6.20	111
67-2	23.51	5.66	111
67-3	20.99	5.55	111
67-4	22.48	5.30	109
67-5	20.64	5.63	110
67-6	20.73	5.02	110
67-7	21.89	6.11	111
67-8	19.44	6.95	108
67-9	18.29	4.24	111
67-10	19.45	5.88	110
67-11	27.85	9.91	107
67-12	32.20	13.15	109
67-13	23.64	11.39	110
67-14	32.84	10.19	109
67-15	29.91	11.72	108
67-16	24.55	11.14	110
67-17	30.74	9.74	108
67-18	26.42	9.58	109
67-ABS	9.59	8.77	94
68-1	22.82	7.00	118
68-2	22.64	6.45	118
68-3	19.51	6.01	117
68-4	21.59	6.33	118
68-5	20.99	6.27	118
68-6	21.13	4.68	118
68-7	22.43	5.94	116
68-8	17.37	7.07	115
68-9	19.09	4.15	118
68-10	19.74	6.07	119
68-11	29.33	9.95	116
68-12	32.73	11.70	118
68-13	22.75	10.36	118
68-14	33.72	10.41	117
68-15	30.45	11.93	118
68-16	25.44	11.10	117
68-17	32.01	10.17	116
68-18	27.49	10.53	115
68-ABS	11.73	12.91	90

Table A-2(c)

#249 SATURDAY MUSIC PROGRAM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.39	5.49	56
67-2	24.11	5.65	56
67-3	21.07	5.62	56
67-4	23.09	5.40	55
67-5	20.18	4.47	56
67-6	20.54	4.01	56
67-7	24.29	6.28	56
67-8	16.98	6.96	53
67-9	20.93	3.51	54
67-10	19.82	5.56	56
67-11	31.27	9.82	55
67-12	35.00	9.15	56
67-13	23.39	8.37	56
67-14	30.00	9.91	56
67-15	30.36	9.02	55
67-16	24.11	11.41	56
67-17	28.93	10.21	56
67-18	28.93	8.88	56
67-ABS	11.78	12.54	49
68-1	22.93	5.30	58
68-2	23.10	5.68	58
68-3	21.21	5.32	58
68-4	22.24	5.31	58
68-5	20.69	5.25	58
68-6	20.88	4.74	57
68-7	23.28	6.32	58
68-8	17.32	7.00	56
68-9	20.17	3.97	58
68-10	19.83	5.13	58
68-11	29.66	10.92	58
68-12	34.48	12.02	58
68-13	22.93	9.91	58
68-14	31.21	9.75	58
68-15	32.41	9.24	58
68-16	24.21	12.38	57
68-17	30.35	11.64	57
68-18	28.07	10.93	57
68-ABS	9.33	9.57	52

Table A-2(d)

#261 WEBSTER GIRLS' SCHOOL

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.24	6.37	78
67-2	23.20	6.34	78
67-3	20.38	5.20	78
67-4	21.41	5.27	78
67-5	21.15	6.02	78
67-6	20.12	3.77	78
67-7	21.03	5.75	77
67-8	18.55	6.87	76
67-9	20.39	4.45	76
67-10	19.33	6.43	76
67-11	28.51	9.46	74
67-12	33.91	12.69	74
67-13	22.93	10.62	75
67-14	32.70	9.97	74
67-15	32.83	12.22	74
67-16	21.99	10.26	75
67-17	31.62	10.07	75
67-18	27.67	9.05	74
67-ABS**			
68-1	20.38	6.33	78
68-2	21.41	5.51	78
68-3	19.86	3.85	75
68-4	20.78	5.10	76
68-5	19.48	5.32	78
68-6	20.39	4.74	76
68-7	20.27	5.52	73
68-8	17.80	6.06	73
68-9	19.07	5.20	76
68-10	18.81	4.89	76
68-11	33.11	9.21	77
68-12	38.68	10.75	76
68-13	22.98	10.00	77
68-14	30.54	10.25	73
68-15	37.14	10.61	77
68-16	20.39	10.88	76
68-17	26.62	12.31	77
68-18	24.93	11.19	77
68-ABS**			

** Data not available

Table A-2(e)

#262 STAY PROGRAM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.22	6.30	153
67-2	22.81	6.22	153
67-3	19.60	3.79	152
67-4	20.32	5.68	152
67-5	21.11	5.32	153
67-6	19.60	4.42	153
67-7	20.92	5.69	151
67-8	18.53	6.69	150
67-9	19.67	4.51	152
67-10	19.34	6.26	152
67-11	31.46	7.80	150
67-12	35.55	10.87	153
67-13	23.26	9.23	153
67-14	29.46	8.17	150
67-15	32.50	10.43	152
67-16	21.57	9.14	152
67-17	28.07	7.97	151
67-18	28.22	8.77	152
67-ABS**			
68-1	20.46	6.74	152
68-2	20.78	6.85	152
68-3	19.21	4.07	152
68-4	20.06	5.21	152
68-5	19.86	6.21	151
68-6	18.99	3.97	150
68-7	20.06	5.10	143
68-8	16.63	5.97	122
68-9	19.63	3.31	136
68-10	18.12	5.61	149
68-11	32.91	9.49	151
68-12	36.99	10.91	150
68-13	22.78	10.71	151
68-14	30.93	9.29	150
68-15	34.59	10.78	150
68-16	21.65	9.75	151
68-17	29.13	8.18	150
68-18	25.59	9.30	150
68-ABS**			

** Data not available

Table A-2(f)

#264 READING INCENTIVE SEMINARS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	20.61	6.60	197
67-2	21.32	6.33	197
67-3	18.83	5.17	197
67-4	20.51	5.95	197
67-5	18.93	5.75	197
67-6	19.19	5.38	197
67-7	20.31	6.15	196
67-8	17.01	6.78	194
67-9	18.53	4.45	197
67-10	17.92	6.08	197
67-11	31.38	8.95	195
67-12	36.28	11.09	196
67-13	21.17	10.29	196
67-14	29.95	10.25	196
67-15	34.85	11.02	194
67-16	21.99	10.84	196
67-17	29.54	11.37	195
67-18	26.86	10.12	194
67-ABS	12.32	13.32	157
68-1	20.46	6.13	213
68-2	20.98	6.04	213
68-3	19.56	4.90	213
68-4	20.15	5.32	212
68-5	19.28	5.96	213
68-6	19.19	4.05	212
68-7	19.48	4.97	210
68-8	16.01	5.64	206
68-9	18.66	3.51	210
68-10	18.11	6.00	209
68-11	32.15	9.36	211
68-12	36.53	11.68	210
68-13	21.76	9.01	212
68-14	29.23	8.91	211
68-15	34.39	11.24	212
68-16	22.26	9.41	211
68-17	30.05	9.46	212
68-18	25.91	8.77	211
68-ABS	13.66	15.77	160

Table A-2(g)

#281 URBAN SERVICE CORPS - CLOTHING

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	24.81	6.07	825
67-2	25.38	5.99	824
67-3	22.27	5.30	820
67-4	23.84	5.68	820
67-5	22.66	5.87	820
67-6	22.10	5.18	824
67-7	24.74	6.10	787
67-8	21.86	7.28	795
67-9	20.64	4.00	822
67-10	21.10	5.88	824
67-11	30.79	10.71	799
67-12	32.00	11.80	809
67-13	25.11	10.76	808
67-14	29.06	11.31	800
67-15	29.13	11.39	801
67-16	31.64	12.44	812
67-17	27.50	11.04	809
67-18	31.79	10.97	809
67-ABS	17.04	17.08	746
68-1	24.48	6.13	884
68-2	25.14	5.97	880
68-3	22.12	5.02	882
68-4	23.58	5.42	880
68-5	22.72	5.74	883
68-6	22.11	4.97	884
68-7	24.27	6.13	880
68-8	20.84	7.41	862
68-9	20.55	3.32	869
68-10	21.14	5.44	871
68-11	29.90	10.61	871
68-12	31.65	12.25	871
68-13	24.65	10.88	870
68-14	29.56	10.62	871
68-15	28.94	11.48	866
68-16	31.00	12.07	876
68-17	27.58	10.33	874
68-18	31.32	11.14	871
68-ABS	16.27	23.51	762

Table A-2(h)

#281 URBAN SERVICE CORPS - GLASSES

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.01	6.08	166
67-2	23.58	6.04	165
67-3	21.14	5.21	166
67-4	22.41	5.95	166
67-5	20.78	6.03	166
67-6	21.81	5.43	166
67-7	23.04	6.23	161
67-8	18.63	7.14	160
67-9	20.36	3.29	165
67-10	19.16	6.07	166
67-11	33.70	10.51	162
67-12	36.52	11.75	164
67-13	23.94	11.67	165
67-14	27.35	10.38	162
67-15	31.78	12.12	163
67-16	25.15	11.29	165
67-17	28.11	10.71	164
67-18	29.63	10.08	164
67-ABS	12.86	16.02	152
68-1	22.20	6.48	176
68-2	23.00	6.07	176
68-3	20.74	4.57	175
68-4	22.22	5.24	176
68-5	20.28	5.48	176
68-6	21.06	4.69	176
68-7	22.08	6.07	172
68-8	17.26	6.83	166
68-9	20.05	3.15	173
68-10	19.66	5.53	174
68-11	31.40	9.56	171
68-12	34.72	11.38	174
68-13	22.45	9.26	173
68-14	29.18	9.59	168
68-15	32.58	10.93	171
68-16	24.99	10.52	172
68-17	29.54	10.14	170
68-18	28.04	9.37	170
68-ABS	11.35	13.85	149

Table A-2(i)

#281 URBAN SERVICE CORPS - HEARING AIDS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.31	7.25	13
67-2	23.85	6.50	13
67-3	19.29	4.75	14
67-4	21.43	3.63	14
67-5	20.00	5.77	13
67-6	25.71	5.14	14
67-7	22.50	6.22	12
67-8	15.83	6.69	12
67-9	20.71	2.67	14
67-10	17.86	4.26	14
67-11	36.15	8.70	13
67-12	38.46	9.87	13
67-13	19.29	8.29	14
67-14	20.77	8.62	13
67-15	32.50	12.15	12
67-16	21.43	9.49	14
67-17	25.38	11.98	13
67-18	27.14	11.39	14
67-ABS	8.92	5.48	12
68-1	22.67	7.04	15
68-2	23.33	6.17	15
68-3	21.43	5.35	14
68-4	21.33	5.16	15
68-5	19.33	7.99	15
68-6	26.00	5.07	15
68-7	23.57	6.33	14
68-8	17.33	7.99	15
68-9	21.33	3.52	15
68-10	18.00	5.61	15
68-11	32.86	8.25	14
68-12	35.33	9.90	15
68-13	21.33	7.43	15
68-14	22.67	11.00	15
68-15	33.57	13.36	14
68-16	24.67	12.46	15
68-17	26.67	8.16	15
68-18	29.33	9.61	15
68-ABS	6.31	5.38	13

Table A-2(j)

#283 PUPIL PERSONNEL TEAM WORKLOAD

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	24.25	6.05	610
67-2	24.97	5.85	610
67-3	21.92	5.30	608
67-4	23.45	5.53	608
67-5	21.98	5.60	610
67-6	21.85	4.96	610
67-7	24.06	5.98	586
67-8	20.45	7.11	584
67-9	20.50	3.56	606
67-10	21.07	5.88	607
67-11	30.61	11.02	589
67-12	32.40	12.32	600
67-13	24.53	10.97	600
67-14	28.92	10.92	571
67-15	29.48	11.71	596
67-16	27.77	12.07	601
67-17	28.07	11.19	601
67-18	31.05	10.48	599
67-ABS	15.50	17.82	544
68-1	23.84	6.26	664
68-2	24.61	5.91	664
68-3	21.53	4.90	652
68-4	23.02	5.37	663
68-5	21.94	5.81	663
68-6	21.79	4.93	661
68-7	24.00	6.15	654
68-8	19.28	7.22	643
68-9	20.15	3.83	652
68-10	20.54	5.51	654
68-11	30.34	10.12	647
68-12	32.60	11.58	657
68-13	24.68	10.48	654
68-14	24.57	10.22	651
68-15	29.77	11.28	650
68-16	27.46	11.76	657
68-17	28.33	10.35	651
68-18	30.70	10.68	646
68-ABS	13.16	17.55	557

Table A-2(k)

#284 FUTURE FOR JIMMY

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	21.80	6.35	150
67-2	22.93	6.30	150
67-3	20.53	5.15	150
67-4	21.73	5.76	150
67-5	20.73	5.69	150
67-6	20.93	5.23	150
67-7	21.88	6.30	149
67-8	18.49	6.80	145
67-9	19.66	4.73	148
67-10	19.53	5.95	150
67-11	30.33	10.58	150
67-12	34.53	12.35	150
67-13	23.36	11.43	149
67-14	30.07	10.96	150
67-15	33.29	11.77	149
67-16	24.07	10.94	150
67-17	29.67	11.14	150
67-18	28.66	8.67	149
67-ABS	12.97	12.83	131
68-1	21.90	6.18	156
68-2	22.43	5.95	156
68-3	19.36	4.39	157
68-4	21.16	5.31	157
68-5	20.25	5.72	157
68-6	20.59	4.26	157
68-7	21.82	5.49	153
68-8	15.95	6.00	148
68-9	19.13	4.01	150
68-10	18.56	5.42	154
68-11	30.76	9.69	153
68-12	35.83	11.71	157
68-13	22.40	9.56	156
68-14	29.75	10.71	155
68-15	33.78	11.72	155
68-16	22.79	11.06	156
68-17	28.68	9.82	152
68-18	29.46	9.76	153
68-ABS	13.29	23.31	133

Table A-2(1)

#285 WIDENING HORIZONS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	18.64	7.02	44
67-2	19.32	6.61	44
67-3	19.32	6.95	44
67-4	20.00	6.47	44
67-5	18.41	7.13	44
67-6	18.86	4.93	44
67-7	18.60	6.01	43
67-8	16.74	8.37	43
67-9	18.86	5.38	44
67-10	18.18	7.24	44
67-11	30.23	11.44	43
67-12	37.95	12.31	44
67-13	21.16	10.28	43
67-14	29.77	10.80	43
67-15	37.50	11.84	44
67-16	21.59	12.00	44
67-17	30.23	10.53	43
67-18	23.41	9.14	44
67-ABS	11.86	16.30	37
68-1	18.82	6.53	51
68-2	19.41	6.14	51
68-3	18.24	5.18	51
68-4	17.96	5.77	49
68-5	16.67	5.89	51
68-6	19.02	4.58	51
68-7	18.04	5.66	51
68-8	15.51	7.09	49
68-9	17.65	5.13	51
68-10	15.69	6.40	51
68-11	32.20	8.40	50
68-12	40.00	10.39	51
68-13	18.43	10.27	51
68-14	30.98	9.22	51
68-15	40.20	10.10	51
68-16	18.24	9.10	51
68-17	29.80	11.91	51
68-18	21.80	8.96	50
68-ABS	10.49	15.18	39

Table A-2(m)

#324 SPECIAL AIDES, "MODEL" MODEL SCHOOLS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.36	6.46	229
67-2	24.06	6.46	229
67-3	21.62	5.34	229
67-4	23.67	5.67	229
67-5	21.22	6.23	229
67-6	22.27	5.63	229
67-7	23.91	6.63	220
67-8	19.64	7.76	220
67-9	20.79	4.11	229
67-10	20.00	6.00	229
67-11	33.50	10.78	226
67-12	35.35	12.00	228
67-13	22.89	10.82	225
67-14	27.83	11.44	226
67-15	31.69	12.46	225
67-16	26.77	12.95	226
67-17	27.42	11.90	225
67-18	30.62	11.75	225
67-ABS	15.31	18.34	204
68-1	23.05	8.39	237
68-2	23.47	6.31	236
68-3	21.27	5.06	236
68-4	22.60	6.10	235
68-5	20.81	6.03	236
68-6	21.40	5.41	235
68-7	22.91	6.47	237
68-8	19.05	7.59	237
68-9	20.13	3.74	237
68-10	20.40	5.89	237
68-11	30.97	10.85	234
68-12	34.45	12.36	234
68-13	23.41	11.48	234
68-14	30.28	11.29	237
68-15	31.79	12.25	236
68-16	27.38	12.75	237
68-17	28.21	11.47	237
68-18	28.77	10.84	237
68-ABS	12.02	25.29	179

Table A-2(n)

#325 TEACHER AIDES AND ASSISTANTS, MSD

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.22	6.47	855
67-2	22.70	6.52	853
67-3	20.47	5.08	854
67-4	22.00	5.74	854
67-5	20.75	6.31	854
67-6	20.77	4.90	855
67-7	22.29	6.03	837
67-8	19.18	6.83	818
67-9	19.80	3.89	851
67-10	19.20	6.16	852
67-11	30.94	9.85	841
67-12	34.60	12.25	848
67-13	22.96	10.42	844
67-14	29.49	9.67	847
67-15	33.03	11.79	842
67-16	24.24	11.19	845
67-17	29.05	10.58	845
67-18	27.93	10.39	842
67-ABS	14.77	16.18	718
68-1	21.80	5.54	908
68-2	22.20	5.35	908
68-3	20.44	3.65	907
68-4	21.68	4.40	906
68-5	20.77	5.05	908
68-6	20.83	3.82	907
68-7	21.66	5.01	904
68-8	17.35	5.36	889
68-9	19.98	2.57	901
68-10	19.59	4.44	903
68-11	31.27	7.51	905
68-12	34.17	9.32	904
68-13	23.55	7.27	904
68-14	29.90	7.56	905
68-15	31.76	9.34	906
68-16	25.47	9.00	907
68-17	28.97	7.89	907
68-18	27.85	8.15	906
68-ABS	12.90	15.35	619

Table A-2(o)

#329 ENGLISH IN EVERY CLASSROOM

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.36	6.10	491
67-2	22.72	6.19	489
67-3	20.33	4.55	491
67-4	21.87	5.44	491
67-5	21.35	5.98	490
67-6	20.71	4.20	491
67-7	22.23	5.52	489
67-8	19.60	6.25	473
67-9	19.38	3.50	490
67-10	19.49	5.94	488
67-11	30.08	9.57	484
67-12	33.76	12.14	487
67-13	23.92	10.30	485
67-14	29.67	9.01	486
67-15	32.50	11.39	484
67-16	23.81	10.48	486
67-17	29.05	9.83	485
67-18	27.64	9.52	483
67-ABS	14.93	15.03	400
68-1	21.40	4.46	521
68-2	21.46	4.32	521
68-3	20.19	2.33	521
68-4	21.31	3.14	521
68-5	20.73	4.03	521
68-6	20.44	1.92	521
68-7	21.29	3.17	520
68-8	17.51	3.44	520
68-9	19.91	1.11	520
68-10	19.57	3.25	520
68-11	30.96	5.23	520
68-12	33.46	7.01	520
68-13	24.38	4.70	520
68-14	30.30	5.30	520
68-15	31.38	6.95	520
68-16	25.40	5.76	520
68-17	29.39	4.60	520
68-18	27.86	5.11	520
68-ABS	13.66	15.28	314

Table A-3

STUDENT EVALUATION FORMS - MEANS AND STANDARD DEVIATIONS FOR VARIOUS GROUPS OF STUDENTS FROM MATCHED SAMPLE TAPE

Table A-3(a)

IDENTIFIED MALES IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	25.24	5.72	807
67-2	25.59	5.69	807
67-3	22.17	5.22	805
67-4	24.19	5.53	804
67-5	23.10	5.77	806
67-6	22.04	5.10	807
67-7	24.78	5.84	786
67-8	21.38	7.00	777
67-9	20.42	3.94	805
67-10	21.60	6.11	805
67-11	29.48	10.41	792
67-12	30.50	12.18	798
67-13	25.61	10.83	802
67-14	30.01	10.30	790
67-15	27.66	11.58	795
67-16	28.88	12.24	803
67-17	27.82	10.95	799
67-18	31.72	10.43	796
67-ABS	15.09	16.38	716
68-1	24.57	5.81	863
68-2	25.06	5.58	858
68-3	22.00	4.89	859
68-4	23.72	5.17	858
68-5	22.58	5.47	863
68-6	22.09	4.67	863
68-7	24.39	5.60	856
68-8	19.58	6.78	838
68-9	20.07	3.50	848
68-10	21.25	5.42	850
68-11	29.06	10.07	848
68-12	31.19	11.65	854
68-13	24.84	10.29	852
68-14	30.52	9.65	853
68-15	28.64	10.94	850
68-16	27.98	11.21	852
68-17	28.41	9.87	849
68-18	31.18	10.47	847
68-ABS	13.74	16.09	702

Table A-3(b)

IDENTIFIED FEMALES IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.56	6.07	579
67-2	24.18	6.04	579
67-3	20.99	5.05	578
67-4	22.68	5.48	578
67-5	21.18	5.52	578
67-6	21.11	4.69	579
67-7	23.13	5.91	566
67-8	20.05	7.36	560
67-9	20.45	3.80	575
67-10	19.88	5.60	577
67-11	31.73	10.45	562
67-12	34.03	11.56	573
67-13	23.97	10.55	567
67-14	28.15	10.88	567
67-15	32.29	10.63	559
67-16	26.96	11.83	569
67-17	27.77	10.76	566
67-18	30.51	10.07	568
67-ABS	13.96	13.31	516
68-1	22.43	5.93	613
68-2	23.42	5.84	614
68-3	20.64	4.64	614
68-4	21.80	5.13	612
68-5	20.82	5.36	613
68-6	20.93	4.34	614
68-7	22.74	5.86	603
68-8	18.49	6.74	605
68-9	20.15	3.43	603
68-10	19.59	5.28	608
68-11	31.59	9.86	604
68-12	34.68	11.29	610
68-13	22.99	9.67	606
68-14	28.69	10.14	608
68-15	32.28	10.75	603
68-16	26.13	11.04	612
68-17	28.32	10.14	607
68-18	29.40	9.63	605
68-ABS	13.57	17.14	508

Table A-3(c)

IDENTIFIED MALES NOT IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	24.49	6.03	365
67-2	25.10	5.91	365
67-3	21.48	5.14	364
67-4	23.75	5.39	365
67-5	22.34	5.33	364
67-6	22.00	5.15	365
67-7	24.65	5.86	340
67-8	20.37	6.83	349
67-9	20.33	4.06	363
67-10	21.15	5.87	364
67-11	30.45	10.91	353
67-12	32.44	12.22	357
67-13	24.18	11.13	359
67-14	29.32	10.37	355
67-15	29.94	11.96	356
67-16	26.06	11.90	360
67-17	27.57	10.84	358
67-18	31.71	10.82	357
67-ABS	15.15	15.59	324
68-1	24.43	5.92	392
68-2	25.14	5.62	392
68-3	21.43	4.74	387
68-4	23.31	5.38	392
68-5	22.27	5.79	392
68-6	21.74	5.02	391
68-7	24.40	5.76	387
68-8	19.00	6.95	378
68-9	20.19	3.56	382
68-10	20.79	5.34	385
68-11	30.08	9.55	387
68-12	32.11	10.55	388
68-13	24.32	9.48	390
68-14	29.71	9.32	388
68-15	28.36	10.88	388
68-16	25.85	11.40	390
68-17	27.35	9.72	390
68-18	31.09	10.69	388
68-ABS	12.69	14.11	337

Table A-3(d)

IDENTIFIED FEMALES NOT IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.67	6.02	266
67-2	23.32	5.99	265
67-3	20.86	5.39	266
67-4	22.03	5.39	266
67-5	21.09	5.57	265
67-6	21.17	4.97	266
67-7	22.82	6.01	255
67-8	18.99	7.26	258
67-9	19.89	3.20	265
67-10	19.28	5.77	264
67-11	31.17	9.51	256
67-12	35.21	11.49	263
67-13	22.79	10.18	262
67-14	28.19	10.52	260
67-15	33.72	11.25	261
67-16	24.44	11.75	266
67-17	27.65	11.02	264
67-18	29.47	10.91	264
67-ABS	12.41	14.19	237
68-1	22.24	6.14	278
68-2	23.38	5.84	279
68-3	20.61	4.91	276
68-4	21.53	5.15	277
68-5	20.29	5.27	277
68-6	20.18	4.46	278
68-7	22.09	6.21	274
68-8	17.63	6.83	268
68-9	19.85	3.76	270
68-10	19.14	5.09	272
68-11	31.86	10.05	267
68-12	35.84	10.82	274
68-13	23.37	10.16	272
68-14	27.69	10.95	272
68-15	33.26	11.06	270
68-16	24.14	11.21	276
68-17	27.62	10.21	269
68-18	28.74	10.43	270
68-ABS	12.59	16.31	237

Table A-3(e)

NON-IDENTIFIED MALES IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.07	6.68	334
67-2	22.99	6.53	334
67-3	19.88	5.08	334
67-4	21.84	5.82	331
67-5	20.30	5.60	332
67-6	20.84	5.37	333
67-7	22.27	6.28	321
67-8	17.13	6.82	324
67-9	19.04	3.98	335
67-10	19.04	5.82	334
67-11	32.06	9.56	321
67-12	36.00	11.33	325
67-13	21.46	10.20	329
67-14	29.66	10.13	323
67-15	32.79	11.68	323
67-16	23.57	11.93	328
67-17	27.88	11.07	326
67-18	27.58	11.23	322
67-ABS	11.40	13.14	281
68-1	22.34	6.22	360
68-2	22.48	6.09	362
68-3	20.26	4.40	362
68-4	21.62	5.17	360
68-5	20.35	5.28	359
68-6	20.55	4.65	362
68-7	21.55	5.90	353
68-8	16.43	6.29	345
68-9	19.53	3.75	354
68-10	19.34	5.43	358
68-11	31.19	8.28	356
68-12	34.60	10.56	359
68-13	22.90	9.16	356
68-14	30.18	9.28	356
68-15	32.13	10.66	357
68-16	24.37	10.95	359
68-17	29.24	9.36	356
68-18	27.83	10.05	357
68-ABS	11.46	14.28	276

Table A-3(f)

NON-IDENTIFIED FEMALES IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	20.16	6.46	430
67-2	21.00	6.42	430
67-3	19.58	5.03	432
67-4	20.60	5.42	431
67-5	18.65	5.76	430
67-6	19.58	4.94	432
67-7	20.21	6.28	424
67-8	16.62	6.78	417
67-9	19.23	3.87	431
67-10	17.91	5.69	431
67-11	31.85	9.56	421
67-12	37.92	10.56	428
67-13	21.48	10.34	427
67-14	29.27	10.28	424
67-15	36.94	10.33	425
67-16	22.20	10.85	427
67-17	30.61	10.85	428
67-18	26.02	10.21	427
67-ABS	9.76	12.30	362
68-1	19.44	5.94	465
68-2	20.08	5.88	462
68-3	19.17	4.56	463
68-4	20.08	5.30	464
68-5	18.28	5.30	465
68-6	19.55	4.26	465
68-7	19.63	5.55	462
68-8	15.07	5.90	445
68-9	19.39	3.78	461
68-10	17.55	5.14	462
68-11	32.68	8.39	462
68-12	38.25	9.92	464
68-13	21.07	9.49	465
68-14	29.48	9.78	463
68-15	35.90	10.40	461
68-16	21.81	10.00	464
68-17	30.35	10.14	464
68-18	25.12	9.16	462
68-ABS	11.49	28.13	353

Table A-3(g)

NON-IDENTIFIED MALES NOT IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	21.61	6.15	224
67-2	22.63	6.40	224
67-3	20.22	4.68	224
67-4	22.10	5.32	224
67-5	20.27	5.45	223
67-6	20.54	5.33	224
67-7	22.01	6.03	209
67-8	17.03	6.47	222
67-9	19.73	4.03	222
67-10	18.79	5.51	224
67-11	32.20	8.30	218
67-12	35.89	10.82	219
67-13	22.05	9.97	220
67-14	30.69	9.70	218
67-15	33.62	10.17	218
67-16	22.67	10.56	221
67-17	29.41	10.45	221
67-18	26.21	9.66	219
67-ABS	9.14	9.25	194
68-1	21.42	5.80	248
68-2	21.98	5.68	247
68-3	19.73	4.37	245
68-4	21.01	5.09	246
68-5	20.00	5.21	247
68-6	19.77	4.42	248
68-7	21.15	6.07	239
68-8	15.65	5.93	237
68-9	19.28	3.35	243
68-10	19.00	5.25	244
68-11	31.11	9.02	246
68-12	36.58	11.13	248
68-13	21.24	9.75	247
68-14	30.26	9.87	246
68-15	34.71	11.03	248
68-16	21.72	9.87	247
68-17	29.53	9.90	247
68-18	25.20	9.45	247
68-ABS	8.94	10.69	199

Table A-3(h)

NON-IDENTIFIED FEMALES NOT IN PROGRAMS

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	19.85	6.37	338
67-2	20.77	6.25	339
67-3	19.58	4.92	337
67-4	20.62	5.55	338
67-5	18.38	5.50	339
67-6	19.82	5.11	338
67-7	19.82	6.25	328
67-8	16.04	6.49	331
67-9	19.13	3.89	335
67-10	17.88	5.57	339
67-11	33.15	9.21	333
67-12	37.60	11.04	337
67-13	21.12	10.06	339
67-14	29.37	10.87	331
67-15	37.10	10.87	335
67-16	21.34	11.09	337
67-17	30.33	11.03	335
67-18	26.00	9.67	335
67-ABS	11.15	11.65	281
68-1	19.85	6.17	351
68-2	20.74	5.95	351
68-3	19.26	4.59	352
68-4	19.91	5.28	352
68-5	18.35	5.68	353
68-6	19.25	4.65	352
68-7	19.70	6.08	345
68-8	15.33	6.18	341
68-9	19.47	3.74	346
68-10	18.03	5.49	344
68-11	32.84	9.29	347
68-12	38.44	11.04	351
68-13	20.99	10.03	349
68-14	29.52	10.60	349
68-15	36.68	10.72	349
68-16	20.56	10.17	349
68-17	30.90	9.97	349
68-18	25.18	10.01	345
68-ABS	10.65	15.03	285

Table A-3(i)

RANDOM SAMPLE OF BOYS IN GRADES 1-3 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.59000	0.49940
67-1	2	23.91333	5.75816
67-2	3	24.42999	5.70733
67-3	4	21.17667	4.79953
67-4	5	22.94666	5.17362
67-5	6	21.03999	4.96728
67-6	7	21.40332	5.24012
67-7	8	23.83333	5.82110
67-8	9	18.86333	6.77478
67-9	10	20.06667	4.16975
67-10	11	20.52666	5.58269
67-11	12	31.75000	9.14328
67-12	13	33.87332	11.14321
67-13	14	23.66666	10.24069
67-14	15	28.59999	10.46126
67-15	16	30.84332	11.19688
67-16	17	24.81667	12.25631
67-17	18	27.29332	10.97492
67-18	19	31.36333	10.12520
67-ABSNT	20	13.26333	14.04057
68-1	21	23.97333	6.26445
68-2	22	24.42667	5.88501
68-3	23	21.65666	5.22139
68-4	24	23.05333	5.32462
68-5	25	21.10666	5.62797
68-6	26	21.70332	4.86630
68-7	27	23.44666	6.15957
68-8	28	18.29666	6.97017
68-9	29	19.51999	4.08638
68-10	30	20.62666	5.40599
68-11	31	30.14999	10.47345
68-12	32	32.90332	12.02341
68-13	33	23.64333	10.67219
68-14	34	28.19333	10.52736
68-15	35	30.86665	11.44547
68-16	36	26.57999	12.35688
68-17	37	27.89333	10.34013
68-18	38	30.06000	11.11553
68-ABSNT	39	10.20667	10.86173

Table A-3(j)

RANDOM SAMPLE OF GIRLS IN GRADES 1-3 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.42667	0.49542
67-1	2	21.66666	6.16568
67-2	3	22.29999	6.20524
67-3	4	20.43332	4.26683
67-4	5	21.71999	5.24467
67-5	6	19.60666	4.75330
67-6	7	20.53665	5.27332
67-7	8	21.80665	5.68540
67-8	9	17.52666	6.71364
67-9	10	19.70000	3.59906
67-10	11	18.79666	5.16178
67-11	12	33.53000	8.95375
67-12	13	36.72665	9.88861
67-13	14	22.24666	9.47762
67-14	15	28.39665	10.49602
67-15	16	34.56999	9.99959
67-16	17	23.29999	10.95491
67-17	18	28.50999	11.20513
67-18	19	27.89999	10.39150
67-ABSNT	20	12.51333	11.69497
68-1	21	21.31332	6.33157
68-2	22	21.92667	6.17428
68-3	23	20.34000	4.87273
68-4	24	21.17000	5.34818
68-5	25	19.75333	5.31602
68-6	26	20.20332	4.91145
68-7	27	21.57666	5.36389
68-8	28	16.96666	6.76645
68-9	29	19.96333	3.54077
68-10	30	19.16333	4.89863
68-11	31	33.29666	9.48376
68-12	32	37.92332	10.88634
68-13	33	21.48999	9.82948
68-14	34	28.14000	10.73583
68-15	35	35.03000	10.17912
68-16	36	23.14665	11.33579
68-17	37	29.15999	11.31435
68-18	38	26.89665	10.67517
68-ABSNT	39	12.15000	20.80681

Table A-3(k)

RANDOM SAMPLE OF BOYS IN GRADES 4-6 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.66667	0.47219
67-1	2	23.81999	6.18399
67-2	3	24.19666	6.13216
67-3	4	20.94333	5.46685
67-4	5	23.02666	5.38417
67-5	6	21.51332	5.72998
67-6	7	21.64333	5.07234
67-7	8	23.99333	6.21036
67-8	9	18.11665	7.28101
67-9	10	20.16666	3.41729
67-10	11	20.05333	6.17556
67-11	12	30.22665	10.42613
67-12	13	35.00000	12.69398
67-13	14	22.83665	10.99544
67-14	15	30.01666	11.12635
67-15	16	31.50665	12.15080
67-16	17	24.00000	12.49080
67-17	18	28.21333	11.47169
67-18	19	29.57666	11.05674
67-ABSNT	20	11.57333	13.54830
68-1	21	23.61333	6.54778
68-2	22	24.42667	6.34972
68-3	23	20.62666	5.03705
68-4	24	22.56000	5.93665
68-5	25	20.51665	6.18091
68-6	26	21.23000	4.85615
68-7	27	23.76666	6.24036
68-8	28	17.91666	6.97412
68-9	29	19.56333	3.81552
68-10	30	19.22665	5.74676
68-11	31	30.45000	9.22847
68-12	32	34.57332	11.65923
68-13	33	22.70999	10.46731
68-14	34	29.45667	10.33461
68-15	35	31.21666	11.42094
68-16	36	24.70000	11.73467
68-17	37	28.34666	10.00267
68-18	38	29.18332	10.51021
68-ABSNT	39	10.14000	10.73832

Table A-3(1)

RANDOM SAMPLE OF GIRLS IN GRADES 4-6 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.49667	0.50082
67-1	2	21.57999	6.27179
67-2	3	22.94333	5.90052
67-3	4	20.63666	5.29383
67-4	5	21.84000	5.51323
67-5	6	20.13666	5.83937
67-6	7	21.06999	5.25519
67-7	8	22.14665	6.12729
67-8	9	17.51332	7.16526
67-9	10	20.33333	3.73301
67-10	11	18.69666	5.72250
67-11	12	33.93332	10.12772
67-12	13	37.61333	11.25965
67-13	14	21.59332	10.77163
67-14	15	27.67667	11.13727
67-15	16	35.26999	11.08362
67-16	17	21.83333	11.70880
67-17	18	28.90999	11.42820
67-18	19	28.33665	11.16597
67-ABSNT	20	10.88667	9.68399
68-1	21	21.30666	6.84071
68-2	22	22.23000	6.62799
68-3	23	19.86665	5.10579
68-4	24	20.73999	5.31286
68-5	25	19.30333	5.53353
68-6	26	20.29999	4.50678
68-7	27	21.75333	6.46311
68-8	28	16.60333	6.75807
68-9	29	19.37999	3.00593
68-10	30	18.65666	5.44405
68-11	31	32.16666	9.30560
68-12	32	36.71999	10.83727
68-13	33	22.34000	9.55416
68-14	34	27.28665	9.89837
68-15	35	34.05333	10.75466
68-16	36	22.46666	11.26225
68-17	37	27.71333	10.57595
68-18	38	28.48000	10.57203
68-ABSNT	39	10.77000	18.85439

Table A-3(m)

RANDOM SAMPLE OF BOYS IN GRADES 7-9 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.62667	0.48450
67-1	2	23.55332	6.57042
67-2	3	24.29665	6.41084
67-3	4	20.17667	5.07260
67-4	5	22.60666	5.69151
67-5	6	21.80333	6.39434
67-6	7	21.64000	5.20326
67-7	8	23.33333	6.25721
67-8	9	19.35333	7.15512
67-9	10	19.66666	4.54140
67-10	11	19.32999	6.76067
67-11	12	31.48666	10.40050
67-12	13	34.63333	12.01165
67-13	14	23.01332	10.59247
67-14	15	29.04332	10.36660
67-15	16	31.51665	11.84641
67-16	17	25.93332	12.31399
67-17	18	27.58665	11.07239
67-18	19	29.34666	10.66014
67-ABSNT	20	16.17999	15.47317
68-1	21	23.90666	6.07131
68-2	22	24.08333	5.65002
68-3	23	20.09332	4.69020
68-4	24	22.03665	5.69651
68-5	25	21.78000	6.17620
68-6	26	20.69333	4.46157
68-7	27	22.67999	5.59780
68-8	28	18.05666	6.51522
68-9	29	19.13666	3.95856
68-10	30	19.44333	6.04941
68-11	31	30.50333	9.37030
68-12	32	33.31999	12.10479
68-13	33	23.65999	9.52646
68-14	34	29.18999	8.73393
68-15	35	30.51999	11.59271
68-16	36	23.96333	9.67716
68-17	37	28.70332	8.71944
68-18	38	29.31332	9.73229
68-ABSNT	39	17.22665	20.74149

Table A-3(n)

RANDOM SAMPLE OF GIRLS IN GRADES 7-9 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.52667	0.50012
67-1	2	20.48666	6.47634
67-2	3	20.89665	6.00609
67-3	4	19.17999	5.20557
67-4	5	20.19333	5.39565
67-5	6	19.54332	5.82361
67-6	7	19.81000	4.76616
67-7	8	20.35333	6.00294
67-8	9	17.45332	6.58576
67-9	10	19.43332	4.55501
67-10	11	18.42332	6.05361
67-11	12	31.06667	9.10155
67-12	13	37.19333	11.43380
67-13	14	22.10333	10.28617
67-14	15	28.30666	9.87341
67-15	16	36.33665	10.60337
67-16	17	22.71666	10.68880
67-17	18	29.34666	10.56560
67-18	19	26.87000	9.94465
67-ABSNT	20	13.36333	13.26793
68-1	21	20.36333	6.28354
68-2	22	21.05666	5.76984
68-3	23	19.12332	4.70622
68-4	24	19.77666	5.16874
68-5	25	19.38333	5.98964
68-6	26	19.58333	3.55412
68-7	27	20.52333	5.17547
68-8	28	16.31667	6.41770
68-9	29	19.48000	3.33767
68-10	30	17.62999	5.70921
68-11	31	32.93332	9.42967
68-12	32	37.45999	11.15481
68-13	33	21.84666	9.05593
68-14	34	29.11665	9.97972
68-15	35	35.38333	10.75928
68-16	36	21.45332	10.08929
68-17	37	29.73666	10.03042
68-18	38	26.28665	9.54015
68-ABSNT	39	14.37333	15.03732

Table A-3(o)

RANDOM SAMPLE OF BOYS IN GRADES 10-12 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.32667	0.47684
67-1	2	22.20000	6.05106
67-2	3	22.93332	6.12541
67-3	4	18.43999	4.61635
67-4	5	20.33333	5.59702
67-5	6	20.00000	5.95411
67-6	7	19.43666	4.97679
67-7	8	21.15332	5.22822
67-8	9	16.76999	6.11734
67-9	10	17.93332	5.33765
67-10	11	17.56332	6.15295
67-11	12	32.20000	8.62794
67-12	13	36.12000	10.97697
67-13	14	22.27333	9.70908
67-14	15	30.22333	8.11457
67-15	16	33.37332	10.54092
67-16	17	22.45000	9.57704
67-17	18	29.17332	8.69455
67-18	19	27.14000	8.58834
67-ABSNT	20	14.94333	14.04485
68-1	21	21.86665	6.52822
68-2	22	22.61333	6.34017
68-3	23	19.53000	4.60069
68-4	24	20.72333	5.07996
68-5	25	20.68999	6.02452
68-6	26	19.75665	4.22574
68-7	27	21.51999	5.37145
68-8	28	17.14333	6.21703
68-9	29	18.52333	4.63405
68-10	30	17.96666	5.81247
68-11	31	30.87999	7.80782
68-12	32	35.15666	10.66637
68-13	33	22.33665	9.30763
68-14	34	30.97665	8.01646
68-15	35	32.81999	10.60325
68-16	36	22.21333	9.70748
68-17	37	28.96999	8.11348
68-18	38	26.63333	9.71564
68-ABSNT	39	15.84667	15.44945

Table A-3(p)

RANDOM SAMPLE OF GIRLS IN GRADES 10-12 (N=300)

VARIABLE		MEANS	STANDARD DEVIATION
IDENT	1	1.31333	0.47880
67-1	2	19.59999	6.32244
67-2	3	19.89999	6.14676
67-3	4	17.84332	4.80650
67-4	5	19.23999	5.21469
67-5	6	18.25000	5.60287
67-6	7	18.33333	4.39164
67-7	8	18.70666	5.06931
67-8	9	15.53000	5.81681
67-9	10	18.36665	4.59011
67-10	11	16.79332	5.98593
67-11	12	32.49333	8.52754
67-12	13	39.10666	10.90681
67-13	14	20.16333	9.81756
67-14	15	29.52333	10.49523
67-15	16	37.06000	10.80395
67-16	17	18.88333	9.67722
67-17	18	28.75665	10.51186
67-18	19	24.45332	9.24840
67-ABSNT	20	13.43000	13.34235
68-1	21	19.91333	6.49099
68-2	22	20.49666	6.52984
68-3	23	17.78333	4.76361
68-4	24	18.97665	5.35959
68-5	25	19.07332	6.10180
68-6	26	18.31999	4.83205
68-7	27	19.59999	5.67338
68-8	28	16.01332	6.01723
68-9	29	18.77666	4.75276
68-10	30	17.35666	5.54121
68-11	31	31.17000	8.22475
68-12	32	37.14000	11.04689
68-13	33	20.67332	9.05575
68-14	34	30.96666	9.06713
68-15	35	35.89000	10.83771
68-16	36	18.70667	8.41407
68-17	37	30.09666	9.10588
68-18	38	24.32999	9.23827
68-ABSNT	39	15.26333	22.63762

Table A-3(q)

MALE STUDENTS ON MATCHED SAMPLE TAPE

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	23.86	6.30	2694
67-2	24.43	6.20	2693
67-3	21.30	5.17	2687
67-4	23.28	5.68	2686
67-5	21.90	5.81	2687
67-6	21.55	5.24	2693
67-7	23.80	6.17	2584
67-8	19.69	7.15	2609
67-9	20.06	4.03	2684
67-10	20.59	6.05	2689
67-11	30.49	10.32	2620
67-12	32.85	12.20	2645
67-13	24.06	10.77	2655
67-14	29.84	10.29	2624
67-15	30.05	11.68	2634
67-16	26.27	12.15	2660
67-17	27.99	10.85	2647
67-18	30.05	10.85	2640
67-ABS	13.90	15.35	2345
68-1	23.67	6.16	2869
68-2	24.09	5.94	2867
68-3	21.16	4.84	2856
68-4	22.75	5.42	2860
68-5	21.75	5.74	2867
68-6	21.32	4.83	2871
68-7	23.28	6.01	2833
68-8	18.41	6.86	2768
68-9	19.89	3.63	2820
68-10	20.44	5.51	2832
68-11	29.90	9.58	2824
68-12	32.58	11.35	2838
68-13	23.95	9.99	2838
68-14	30.30	9.61	2825
68-15	29.98	11.22	2834
68-16	26.11	11.44	2846
68-17	28.47	9.83	2837
68-18	29.55	10.52	2827
68-ABS	13.06	17.33	2322

Table A-3(r)

FEMALE STUDENTS ON MATCHED SAMPLE TAPE

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	21.64	6.45	2471
67-2	22.40	6.40	2470
67-3	20.27	5.09	2471
67-4	21.49	5.54	2469
67-5	19.79	5.74	2469
67-6	20.43	4.94	2473
67-7	21.54	6.21	2407
67-8	18.07	7.15	2394
67-9	19.69	3.84	2461
67-10	18.82	5.80	2468
67-11	31.97	9.72	2414
67-12	36.19	11.35	2451
67-13	22.44	10.35	2444
67-14	28.62	10.52	2428
67-15	34.72	10.90	2424
67-16	23.71	11.61	2450
67-17	29.03	10.79	2441
67-18	27.99	10.28	2435
67-ABS	12.53	13.67	2140
68-1	21.03	6.36	2612
68-2	21.87	6.15	2611
68-3	20.03	4.67	2607
68-4	20.90	5.25	2608
68-5	19.64	5.58	2613
68-6	20.17	4.55	2611
68-7	21.17	6.07	2569
68-8	16.88	6.54	2530
68-9	19.73	3.69	2569
68-10	18.59	5.34	2581
68-11	32.03	9.41	2569
68-12	36.50	10.95	2595
68-13	22.30	9.65	2590
68-14	28.90	10.11	2584
68-15	34.41	10.72	2576
68-16	23.58	10.75	2603
68-17	29.21	9.97	2585
68-18	27.24	9.87	2574
68-ABS	12.56	21.41	2105

Table A-3(s)

TEN PERCENT SAMPLE OF STUDENTS NOT IN PROGRAMS ON MATCHED SAMPLE TAPE

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.32	6.51	1820
67-2	22.97	6.41	1820
67-3	20.58	5.03	1818
67-4	22.17	5.57	1819
67-5	20.48	5.66	1818
67-6	20.93	5.19	1820
67-7	22.28	6.35	1736
67-8	18.29	7.02	1769
67-9	19.74	3.88	1809
67-10	19.41	5.91	1817
67-11	31.69	9.95	1777
67-12	35.31	11.76	1799
67-13	22.54	10.47	1801
67-14	28.96	10.57	1786
67-15	33.35	11.39	1789
67-16	23.54	11.72	1809
67-17	28.35	10.89	1802
67-18	28.51	10.62	1797
67-ABS	12.72	13.84	1586
68-1	22.11	6.41	1927
68-2	22.87	6.19	1929
68-3	20.35	4.74	1917
68-4	21.51	5.36	1924
68-5	20.37	5.77	1927
68-6	20.40	4.84	1926
68-7	22.01	6.38	1892
68-8	17.06	6.68	1850
68-9	19.75	3.80	1891
68-10	19.19	5.46	1899
68-11	31.44	9.62	1891
68-12	35.37	11.16	1912
68-13	22.77	9.92	1909
68-14	29.23	10.10	1900
68-15	32.98	11.24	1900
68-16	23.39	11.00	1916
68-17	28.70	10.02	1905
68-18	27.93	10.46	1894
68-ABS	11.94	16.10	1608

Table A-3(t)

MODEL SCHOOL DIVISION STUDENTS ON MATCHED SAMPLE TAPE

SEF-YEAR-ITEM	MEAN	STD DEVIATION	N
67-1	22.42	6.55	1264
67-2	23.00	6.58	1262
67-3	20.59	5.15	1263
67-4	22.28	5.79	1261
67-5	20.88	6.25	1260
67-6	20.97	5.04	1263
67-7	22.47	6.26	1229
67-8	19.27	7.06	1205
67-9	19.90	3.97	1258
67-10	19.34	6.13	1260
67-11	31.17	9.88	1243
67-12	34.47	12.14	1253
67-13	23.07	10.52	1246
67-14	29.18	9.98	1250
67-15	32.68	11.84	1242
67-16	24.89	11.66	1251
67-17	28.82	10.71	1248
67-18	28.31	10.57	1247
67-ABS	15.19	16.53	1061
68-1	22.09	6.30	1341
68-2	22.52	5.74	1340
68-3	20.49	4.21	1339
68-4	21.73	4.96	1337
68-5	20.76	5.36	1342
68-6	20.67	4.20	1341
68-7	21.84	5.60	1332
68-8	18.01	6.09	1311
68-9	19.95	3.10	1332
68-10	19.58	5.05	1334
68-11	31.19	8.60	1336
68-12	34.58	10.43	1335
68-13	23.11	8.69	1336
68-14	29.79	8.85	1337
68-15	31.83	10.35	1333
68-16	25.35	9.99	1338
68-17	28.90	8.84	1337
68-18	28.02	9.22	1337
68-ABS	14.09	18.80	965

Table A-4

STUDENT EVALUATION FORMS - DISTRIBUTION OF RESPONSES FOR A SAMPLE OF TITLE I SCHOOLS, IN PERCENTAGE - MAY 1968

ELEMENTARY SCHOOLS

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
1. HOW WELL DOES HE APPLY HIMSELF TO HIS SCHOOL WORK?														
ABOVE AVG	15	7	8	9	2	14	9	11	13	11	15	16	10	15
AVERAGE	47	49	46	53	43	40	56	58	50	56	57	62	57	62
BELOW AVG	38	44	46	38	55	47	35	31	37	32	29	23	33	22
TOTAL	113	169	153	116	109	96	75	106	169	142	122	133	107	98
AVG SCORE	2.23	2.37	2.37	2.28	2.53	2.33	2.25	2.20	2.24	2.21	2.14	2.07	2.22	2.07
STD DEV	0.69	0.61	0.64	0.63	0.54	0.71	0.62	0.62	0.67	0.63	0.65	0.62	0.62	0.61
2. HOW WELL DOES THIS PUPIL DO IN HIS SCHOOL WORK?														
ABOVE AVG	15	6	8	8	2	14	11	12	9	8	12	11	13	16
AVERAGE	47	44	40	49	37	45	47	56	42	51	54	60	46	55
BELOW AVG	38	50	52	43	61	42	43	32	49	41	34	29	41	29
TOTAL	113	169	153	116	109	96	75	106	169	141	123	133	107	98
AVG SCORE	2.23	2.44	2.44	2.35	2.60	2.28	2.32	2.20	2.39	2.33	2.22	2.19	2.28	2.12
STD DEV	0.69	0.61	0.64	0.62	0.53	0.69	0.66	0.64	0.66	0.62	0.65	0.60	0.68	0.66
3. HOW WELL DOES HE GET ALONG WITH THE OTHER CHILDREN?														
ABOVE AVG	8	6	7	6	2	14	9	6	7	8	9	12	9	11
AVERAGE	80	72	65	72	78	57	68	84	75	82	80	79	68	76
BELOW AVG	12	21	28	22	20	29	23	10	18	10	11	9	23	12
TOTAL	113	170	152	117	108	96	75	106	170	142	122	133	106	97
AVG SCORE	2.04	2.15	2.20	2.16	2.19	2.16	2.13	2.05	2.11	2.01	2.02	1.97	2.13	2.01
STD DEV	0.45	0.51	0.56	0.51	0.44	0.64	0.55	0.40	0.49	0.43	0.45	0.46	0.55	0.49
4. HOW IS HIS EMOTIONAL MATURITY?														
ABOVE AVG	9	6	4	7	1	14	9	8	6	8	11	6	12	11
AVERAGE	65	60	63	64	63	53	53	74	62	74	73	81	64	77
BELOW AVG	27	34	33	29	36	33	37	19	32	18	16	13	24	12
TOTAL	113	170	152	117	108	96	75	106	170	142	122	133	107	98
AVG SCORE	2.18	2.27	2.29	2.22	2.35	2.20	2.28	2.11	2.26	2.11	2.06	2.07	2.12	2.01
STD DEV	0.57	0.57	0.54	0.56	0.50	0.66	0.63	0.50	0.56	0.50	0.52	0.43	0.59	0.49
5. HOW FAVORABLE IS HIS ATTITUDE TOWARD SCHOOL?														
ABOVE AVG	19	8	8	16	3	14	13	8	12	14	18	16	18	23
AVERAGE	65	66	71	65	72	55	58	80	69	75	67	74	65	61
BELOW AVG	16	27	21	20	25	31	29	12	19	11	15	10	17	15
TOTAL	113	169	150	116	109	96	76	106	170	142	123	132	107	98
AVG SCORE	1.97	2.19	2.13	2.04	2.22	2.18	2.16	2.05	2.07	1.97	1.98	1.94	1.99	1.92
STD DEV	0.59	0.56	0.52	0.60	0.48	0.65	0.63	0.44	0.55	0.50	0.58	0.51	0.59	0.62

Table A-4 (Continued)

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
6. HOW WELL CAN YOU UNDERSTAND HIM WHEN HE SPEAKS?														
ABOVE AVG	18	9	6	9	3	14	9	7	9	7	8	8	13	12
AVERAGE	62	67	73	74	78	65	77	77	69	71	83	83	73	79
BELOW AVG	20	24	21	16	19	22	13	16	22	21	9	9	13	9
TOTAL	111	168	152	116	108	96	75	106	170	140	123	132	104	98
AVG SCORE	2.02	2.15	2.15	2.07	2.17	2.08	2.04	2.09	2.13	2.14	2.01	2.02	2.00	1.97
STD DEV	0.62	0.56	0.50	0.51	0.44	0.59	0.48	0.47	0.54	0.52	0.41	0.41	0.52	0.46
7. HOW WELL DOES HE LIKE, OR IS HE LEARNING, TO READ?														
ABOVE AVG	6	9	9	11	4	16	13	6	9	13	16	15	17	22
AVERAGE	50	43	43	53	36	44	51	58	41	52	52	58	50	50
BELOW AVG	44	48	47	36	60	40	36	35	50	35	32	27	33	28
TOTAL	64	169	152	116	108	95	76	62	167	142	122	131	105	98
AVG SCORE	2.38	2.38	2.38	2.25	2.56	2.24	2.22	2.29	2.41	2.23	2.16	2.13	2.16	2.05
STD DEV	0.60	0.65	0.65	0.64	0.57	0.71	0.67	0.58	0.65	0.66	0.68	0.64	0.70	0.71
8. HOW DOES HIS HOME ENVIRONMENT AFFECT HIS SCHOOL PERFORMANCE?														
FAVORABLY	44	32	41	46	27	40	48	40	37	38	47	38	46	53
NEITHER	49	46	45	39	55	39	33	51	43	54	47	50	41	34
UNFAVOR.	8	22	14	15	18	20	19	9	20	8	6	12	13	13
TOTAL	101	160	139	112	106	94	73	95	165	123	113	128	104	98
AVG SCORE	1.64	1.90	1.73	1.70	1.91	1.80	1.71	1.69	1.83	1.70	1.59	1.73	1.66	1.60
STD DEV	0.63	0.73	0.70	0.72	0.67	0.76	0.77	0.64	0.74	0.61	0.61	0.66	0.69	0.71
9. HOW GOOD IS HIS HEALTH?														
ABOVE AVG	6	6	4	11	2	9	17	6	4	4	4	2	8	12
AVERAGE	89	87	92	87	95	88	78	88	90	92	92	95	85	85
BELOW AVG	5	7	4	2	3	3	6	6	7	4	4	4	7	3
TOTAL	110	166	151	115	107	92	72	103	163	142	119	128	103	97
AVG SCORE	1.98	2.01	2.00	1.90	2.01	1.95	1.89	2.00	2.03	2.00	2.00	2.02	1.99	1.91
STD DEV	0.33	0.36	0.28	0.35	0.22	0.34	0.46	0.34	0.32	0.29	0.29	0.23	0.38	0.38
10. HOW WELL DOES HE COOPERATE WITH YOU?														
ABOVE AVG	18	16	13	17	7	22	17	12	16	19	18	21	24	18
AVERAGE	74	69	71	68	75	58	65	78	73	73	70	75	65	76
BELOW AVG	8	15	16	15	19	21	17	9	12	8	12	4	11	6
TOTAL	112	165	151	115	107	92	75	106	165	142	120	128	104	97
AVG SCORE	1.90	1.99	2.03	1.97	2.12	1.99	2.00	1.97	1.96	1.89	1.93	1.83	1.87	1.89
STD DEV	0.50	0.56	0.54	0.57	0.49	0.65	0.59	0.47	0.52	0.52	0.55	0.47	0.58	0.48

Table A-4 (Continued)

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
11. DEFIANT - SUBMISSIVE														
-1-	4	8	9	7	6	8	14	0	4	2	4	1	5	7
-2-	10	11	17	17	21	20	9	7	9	5	13	7	14	6
-3-	45	45	46	44	47	36	48	44	45	50	47	51	42	55
-4-	28	19	19	10	18	16	14	30	25	32	18	25	25	23
-5-	12	17	9	22	7	20	14	18	18	11	18	16	15	8
TOTAL	106	168	150	115	108	95	77	99	165	139	120	126	103	98
AVG SCORE	3.35	3.25	3.01	3.23	2.98	3.19	3.05	3.60	3.44	3.45	3.32	3.48	3.31	3.19
STD DEV	0.96	1.11	1.04	1.17	0.98	1.21	1.18	0.87	1.00	0.84	1.05	0.87	1.04	0.94
12. UNCOOPERATIVE - COOPERATIVE														
-1-	4	9	7	6	6	8	6	0	6	2	2	0	4	3
-2-	7	11	17	13	20	20	17	9	7	7	8	6	10	11
-3-	35	33	35	22	36	20	25	31	32	19	22	32	29	21
-4-	26	27	24	23	22	22	34	35	26	35	25	22	22	36
-5-	28	20	16	36	15	30	18	26	30	37	42	40	35	29
TOTAL	112	168	149	117	108	96	77	101	168	139	122	131	106	98
AVG SCORE	3.65	3.39	3.24	3.70	3.19	3.46	3.40	3.77	3.67	3.98	3.96	3.95	3.74	3.76
STD DEV	1.10	1.18	1.14	1.25	1.12	1.33	1.16	0.94	1.15	1.02	1.09	0.98	1.16	1.08
13. FRIENDLY - HOSTILE														
-1-	25	18	20	37	17	33	26	25	30	39	36	36	36	26
-2-	35	28	29	25	33	31	34	30	24	29	30	32	26	23
-3-	33	37	33	29	39	23	32	37	42	27	27	28	29	47
-4-	8	12	13	6	8	9	3	7	4	4	5	5	7	4
-5-	0	5	4	3	3	3	5	1	1	0	2	0	2	0
TOTAL	113	168	150	117	108	96	77	105	166	140	122	129	106	98
AVG SCORE	2.24	2.59	2.52	2.15	2.47	2.18	2.27	2.29	2.20	1.96	2.08	2.02	2.12	2.30
STD DEV	0.92	1.08	1.08	1.09	0.96	1.10	1.05	0.95	0.94	0.92	1.03	0.91	1.04	0.90
14. SHY - AGGRESSIVE														
-1-	13	15	8	8	5	16	4	22	16	17	24	15	18	6
-2-	30	21	23	16	21	13	23	23	23	36	22	22	19	12
-3-	27	40	42	49	53	34	43	44	37	30	34	44	31	62
-4-	25	15	17	20	14	25	12	6	16	13	11	14	21	12
-5-	5	8	10	8	7	13	18	4	8	5	10	5	11	7
TOTAL	104	168	148	116	108	95	77	98	166	138	122	126	106	98
AVG SCORE	2.78	2.79	2.98	3.04	2.98	3.06	3.17	2.46	2.76	2.54	2.61	2.71	2.89	3.02
STD DEV	1.11	1.12	1.07	0.99	0.92	1.24	1.11	1.04	1.14	1.07	1.24	1.04	1.25	0.88

Table A-4 (Continued)

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
15. IRRESPONSIBLE - RESPONSIBLE														
-1-	5	10	9	7	8	20	9	8	7	4	4	3	6	2
-2-	15	20	26	15	20	18	18	6	14	11	8	12	14	10
-3-	43	38	36	35	46	29	38	43	36	33	36	34	33	32
-4-	17	21	19	24	18	16	22	26	28	31	21	25	21	34
-5-	19	11	11	19	7	17	13	18	16	21	30	26	26	22
TOTAL	111	164	151	115	108	95	77	101	166	140	122	131	106	97
AVG SCORE	3.29	3.03	2.97	3.34	2.95	2.92	3.12	3.40	3.33	3.54	3.66	3.59	3.48	3.63
STD DEV	1.11	1.13	1.11	1.15	1.01	1.35	1.14	1.10	1.11	1.07	1.12	1.09	1.19	1.00
16. NEAT - UNKEMPT														
-1-	34	23	16	33	19	25	29	28	29	29	39	28	32	33
-2-	21	23	26	21	23	21	23	25	28	24	20	26	22	26
-3-	31	36	41	29	48	27	29	38	26	29	29	31	27	31
-4-	8	12	13	9	5	16	10	7	11	12	10	12	16	9
-5-	6	7	5	8	6	11	9	2	6	5	2	2	3	2
TOTAL	113	168	151	117	108	96	77	103	167	139	122	130	106	98
AVG SCORE	2.32	2.57	2.64	2.38	2.56	2.68	2.48	2.29	2.38	2.40	2.16	2.34	2.36	2.22
STD DEV	1.20	1.16	1.04	1.25	1.03	1.32	1.26	1.02	1.19	1.17	1.13	1.09	1.17	1.07
17. FOLLOWER - LEADER														
-1-	19	17	15	13	10	20	14	16	19	11	17	11	14	8
-2-	19	27	17	17	29	24	17	25	26	31	18	28	23	13
-3-	38	38	49	51	45	31	51	45	32	43	45	40	49	55
-4-	19	10	13	11	9	16	10	6	13	10	16	13	6	19
-5-	6	8	5	8	6	9	8	8	11	5	4	8	8	4
TOTAL	108	168	150	117	109	96	77	100	168	141	121	131	106	98
AVG SCORE	2.72	2.65	2.77	2.84	2.73	2.71	2.81	2.65	2.70	2.66	2.73	2.77	2.72	2.98
STD DEV	1.14	1.11	1.03	1.04	0.99	1.22	1.06	1.08	1.22	0.98	1.05	1.06	1.06	0.91
18. ALERT - DULL														
-1-	21	12	11	17	4	14	8	16	17	12	20	18	14	12
-2-	21	16	15	19	21	24	21	18	17	25	21	21	17	23
-3-	31	40	36	37	37	32	43	42	33	32	34	41	41	50
-4-	17	13	27	18	29	18	14	15	20	23	19	16	23	12
-5-	10	14	12	9	9	13	14	8	15	8	5	4	5	2
TOTAL	112	167	150	117	107	96	77	101	163	142	122	131	105	98
AVG SCORE	2.73	3.07	3.15	2.84	3.20	2.92	3.06	2.77	2.99	2.91	2.66	2.67	2.87	2.63
STD DEV	1.25	1.18	1.14	1.19	0.99	1.21	1.12	1.15	1.27	1.14	1.15	1.06	1.07	0.91

Table A-4 (Continued)

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19. HOW MANY DAYS HAS THIS STUDENT BEEN ABSENT FOR ANY REASON SINCE THE FIRST OF THIS SCHOOL YEAR?

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
0-9	74	76	79	75	79	77	82	68	81	77	84	82	78	73
10-19	18	14	16	21	14	14	12	23	15	13	12	10	12	16
20-29	5	3	2	1	2	3	3	5	2	4	2	4	6	6
30-39	1	2	1	2	2	2	1	3	2	3	1	2	0	2
40-49	2	2	1	1	1	2	1	1	0	3	1	1	2	0
OVER 49	0	2	1	1	2	2	1	0	1	1	1	1	3	2
TOTAL	115	173	154	118	111	96	77	107	170	144	127	137	107	98
AVG SCORE	1.38	1.44	1.32	1.36	1.36	1.45	1.32	1.45	1.29	1.44	1.24	1.32	1.45	1.45
STD DEV	0.78	1.01	0.82	0.79	0.92	1.06	0.88	0.79	0.77	0.99	0.72	0.82	1.07	0.95

20. HOW MANY DAYS HAS HE BEEN ABSENT UNEXCUSED?

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
0-9	98	97	95	94	95	90	94	95	96	96	99	93	93	90
10-19	1	2	4	6	4	5	1	3	4	2	0	4	4	6
20-29	1	1	0	0	1	2	1	1	0	1	0	2	0	2
30-39	0	0	1	0	0	2	1	0	0	0	1	0	1	2
40-49	0	1	0	0	0	1	1	1	0	0	0	0	0	0
OVER 49	0	1	1	0	1	0	1	0	1	1	0	1	2	0
TOTAL	115	173	154	118	111	96	77	107	170	144	127	137	107	98
AVG SCORE	1.03	1.08	1.09	1.05	1.10	1.20	1.19	1.08	1.06	1.08	1.02	1.12	1.16	1.16
STD DEV	0.21	0.52	0.50	0.24	0.54	0.67	0.83	0.46	0.42	0.49	0.27	0.54	0.75	0.55

Table A-4 (Continued)

	BOYS GRADE							GIRLS GRADE						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
21. WAS THIS STUDENT IN A SPECIAL EDUCATION CLASS THIS YEAR?														
NO	100	100	99	97	94	98	99	100	100	100	97	99	97	100
YES	0	0	1	3	6	2	1	0	0	0	3	1	3	0
TOTAL	108	166	149	111	106	89	75	99	168	140	119	126	100	98
AVG SCORE	1.00	1.00	1.01	1.03	1.06	1.02	1.01	1.00	1.00	1.00	1.03	1.01	1.03	1.00
STD DEV	0.00	0.00	0.08	0.16	0.23	0.15	0.12	0.00	0.00	0.00	0.16	0.09	0.17	0.00
22. HAS HE BEEN IN A SOCIAL ADJUSTMENT CLASS?														
NO	100	100	97	99	98	96	100	100	100	98	98	100	99	100
YES	0	0	3	1	2	4	0	0	0	2	2	0	1	0
TOTAL	105	158	136	106	99	90	63	96	160	129	113	125	101	97
AVG SCORE	1.00	1.00	1.03	1.01	1.02	1.04	1.00	1.00	1.00	1.02	1.02	1.00	1.01	1.00
STD DEV	0.00	0.00	0.17	0.10	0.14	0.21	0.00	0.00	0.00	0.12	0.13	0.00	0.10	0.00
23. HAS HE BEEN IN AN UNGRADED PROGRAM?														
NO	99	57	54	69	93	100	100	99	66	54	75	97	98	100
YES	1	43	46	31	7	0	0	1	34	46	25	3	2	0
TOTAL	105	163	146	114	101	90	75	96	166	135	122	126	102	96
AVG SCORE	1.01	1.43	1.46	1.31	1.07	1.00	1.00	1.01	1.34	1.46	1.25	1.03	1.02	1.00
STD DEV'	0.10	0.50	0.50	0.46	0.26	0.00	0.00	0.10	0.48	0.50	0.44	0.18	0.14	0.00
24. HAS HE BEEN IN A TEAM TEACHING PROGRAM?														
NO	96	97	90	88	65	79	60	95	94	85	89	67	74	58
YES	4	3	10	12	35	21	40	5	6	15	11	33	26	42
TOTAL	108	155	147	114	104	90	73	99	161	137	121	132	101	96
AVG SCORE	1.04	1.03	1.10	1.12	1.35	1.21	1.40	1.05	1.06	1.15	1.11	1.33	1.26	1.42
STD DEV	0.19	0.16	0.30	0.33	0.48	0.41	0.49	0.22	0.24	0.36	0.31	0.47	0.44	0.50
25. ON THE AVERAGE, WHAT PART OF HIS CLASSROOM TIME IS SPENT IN A CLASSROOM WITH A TEACHER-AIDE PRESENT?														
NONE	100	100	100	100	100	100	100	100	100	100	100	100	100	100
SOME <1/2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOME >1/2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALWAYS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	54	112	98	73	57	56	41	40	125	92	55	83	57	46
AVG SCORE	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
STD DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Table A-5

STUDENT EVALUATION FORMS - DISTRIBUTION OF RESPONSES FOR A SAMPLE OF TITLE I SCHOOLS, IN PERCENTAGE - MAY 1968
JUNIOR AND SENIOR HIGH SCHOOLS

	BOYS GRADE						GIRLS GRADE					
	7	8	9	10	11	12	7	8	9	10	11	12
1. HOW WELL DOES HE APPLY HIMSELF TO HIS SCHOOL WORK?												
ABOVE AVG	11	10	7	12	19	17	20	25	14	4	14	26
AVERAGE	39	41	45	31	49	57	60	44	60	68	66	60
BELOW AVG	49	49	47	57	32	26	20	31	26	29	20	14
TOTAL	140	88	55	91	47	450	158	127	81	77	114	503
AVG SCORE	2.38	2.39	2.40	2.45	2.13	2.09	1.99	2.06	2.12	2.25	2.06	1.87
STD DEV	0.68	0.67	0.63	0.70	0.71	0.65	0.63	0.75	0.62	0.52	0.58	0.62
2. HOW WELL DOES THIS PUPIL DO IN HIS SCHOOL WORK?												
ABOVE AVG	8	11	4	11	14	13	18	25	13	6	14	24
AVERAGE	45	38	51	31	51	63	63	42	58	58	66	63
BELOW AVG	47	51	45	58	35	24	19	33	30	36	20	13
TOTAL	138	87	55	90	49	451	159	126	80	78	114	503
AVG SCORE	2.39	2.39	2.42	2.47	2.20	2.12	2.01	2.07	2.17	2.29	2.06	1.89
STD DEV	0.63	0.69	0.57	0.69	0.68	0.60	0.61	0.76	0.63	0.58	0.58	0.60
3. HOW WELL DOES HE GET ALONG WITH THE OTHER CHILDREN?												
ABOVE AVG	9	13	7	14	18	21	13	21	10	14	5	27
AVERAGE	71	70	84	75	82	76	79	66	80	80	93	69
BELOW AVG	19	17	9	11	0	4	8	13	10	6	2	4
TOTAL	140	88	55	91	50	446	157	127	81	79	117	502
AVG SCORE	2.10	2.05	2.02	1.97	1.82	1.83	1.96	1.91	2.00	1.92	1.97	1.77
STD DEV	0.53	0.54	0.41	0.50	0.39	0.46	0.46	0.58	0.45	0.45	0.26	0.51
4. HOW IS HIS EMOTIONAL MATURITY?												
ABOVE AVG	9	14	11	13	16	21	13	21	13	16	8	26
AVERAGE	58	61	62	65	66	67	76	58	75	74	77	65
BELOW AVG	33	25	27	22	18	12	11	21	13	10	16	9
TOTAL	140	88	55	91	50	434	158	126	80	80	116	496
AVG SCORE	2.24	2.11	2.16	2.09	2.02	1.91	1.99	2.01	2.00	1.94	2.08	1.83
STD DEV	0.61	0.61	0.60	0.59	0.59	0.57	0.49	0.65	0.50	0.51	0.48	0.57
5. HOW FAVORABLE IS HIS ATTITUDE TOWARD SCHOOL?												
ABOVE AVG	12	20	13	9	21	21	18	33	21	9	13	34
AVERAGE	49	35	47	45	54	62	67	42	62	68	75	58
BELOW AVG	39	44	40	46	25	17	15	25	17	23	13	8
TOTAL	140	88	55	91	48	446	158	128	81	81	118	504
AVG SCORE	2.26	2.24	2.27	2.37	2.04	1.96	1.96	1.92	1.96	2.15	2.00	1.73
STD DEV	0.66	0.77	0.68	0.64	0.68	0.62	0.57	0.76	0.62	0.55	0.51	0.59

Table A-5 (Continued)

	BOYS GRADE						GIRLS GRADE					
	7	8	9	10	11	12	7	8	9	10	11	12
6. HOW WELL CAN YOU UNDERSTAND HIM WHEN HE SPEAKS?												
ABOVE AVG	9	10	4	10	16	15	14	21	10	16	9	24
AVERAGE	79	76	91	78	76	78	80	68	80	78	84	73
BELOW AVG	12	14	5	12	8	7	6	11	10	6	7	4
TOTAL	140	87	55	91	50	451	159	127	81	80	119	504
AVG SCORE	2.04	2.03	2.02	2.02	1.92	1.92	1.92	1.90	2.00	1.90	1.97	1.80
STD DEV	0.46	0.49	0.30	0.47	0.49	0.46	0.44	0.56	0.45	0.47	0.40	0.48
7. HOW WELL DOES HE LIKE, OR IS HE LEARNING, TO READ?												
ABOVE AVG	9	15	5	11	12	15	19	23	6	11	10	25
AVERAGE	53	47	69	49	74	70	66	54	70	74	78	71
BELOW AVG	38	38	25	40	14	15	14	23	24	15	12	4
TOTAL	139	87	55	81	42	411	152	122	80	74	92	439
AVG SCORE	2.29	2.23	2.20	2.28	2.02	1.99	1.95	2.00	2.17	2.04	2.02	1.79
STD DEV	0.62	0.69	0.52	0.66	0.52	0.55	0.58	0.68	0.52	0.51	0.47	0.49
8. HOW DOES HIS HOME ENVIRONMENT AFFECT HIS SCHOOL PERFORMANCE?												
FAVORABLY	27	35	31	22	44	49	47	41	37	26	34	56
NEITHER	51	38	44	60	44	44	46	43	53	62	53	38
UNFAVOR.	22	27	25	18	12	7	7	16	10	12	12	6
TOTAL	138	86	52	85	43	386	152	121	79	73	90	378
AVG SCORE	1.96	1.92	1.94	1.95	1.67	1.58	1.59	1.74	1.73	1.86	1.78	1.50
STD DEV	0.70	0.79	0.75	0.63	0.68	0.62	0.61	0.71	0.63	0.61	0.65	0.61
9. HOW GOOD IS HIS HEALTH?												
ABOVE AVG	16	14	9	14	15	27	13	19	13	21	12	30
AVERAGE	79	35	85	80	74	70	81	75	85	69	80	66
BELOW AVG	6	1	5	7	11	3	6	7	3	10	8	5
TOTAL	140	85	55	88	47	447	159	122	80	80	108	497
AVG SCORE	1.90	1.87	1.96	1.93	1.96	1.76	1.92	1.88	1.90	1.89	1.96	1.75
STD DEV	0.45	0.37	0.38	0.45	0.51	0.49	0.43	0.49	0.38	0.55	0.45	0.53
10. HOW WELL DOES HE COOPERATE WITH YOU?												
ABOVE AVG	21	25	16	17	25	32	27	31	33	29	32	40
AVERAGE	60	45	73	58	67	59	67	56	62	60	61	55
BELOW AVG	19	29	11	25	8	10	6	13	5	11	7	4
TOTAL	139	84	55	89	48	445	159	124	79	80	119	497
AVG SCORE	1.98	2.04	1.95	2.08	1.83	1.78	1.79	1.82	1.72	1.82	1.75	1.64
STD DEV	0.63	0.74	0.52	0.64	0.56	0.60	0.53	0.64	0.55	0.61	0.57	0.56

Table A-5 (Continued)

	BOYS GRADE						GIRLS GRADE					
	7	8	9	10	11	12	7	8	9	10	11	12
11. DEFIANT - SUBMISSIVE												
-1-	5	13	0	9	4	3	4	7	1	0	4	5
-2-	23	15	22	18	6	15	12	15	10	6	17	10
-3-	41	57	51	52	67	68	46	58	54	65	45	65
-4-	16	13	20	16	20	9	18	13	24	22	19	13
-5-	14	3	7	5	2	4	20	8	10	8	15	7
TOTAL	135	88	55	91	49	449	153	128	79	79	118	503
AVG SCORE	3.11	2.80	3.13	2.92	3.10	2.95	3.38	2.99	3.32	3.30	3.24	3.06
STD DEV	1.08	0.94	0.84	0.96	0.71	0.73	1.06	0.93	0.84	0.70	1.04	0.84
12. UNCOOPERATIVE - COOPERATIVE												
-1-	9	15	7	10	0	2	2	10	1	4	4	2
-2-	22	16	13	18	14	12	11	11	6	9	3	5
-3-	34	23	33	27	46	32	32	26	35	41	29	28
-4-	12	24	22	25	26	27	18	20	32	23	33	29
-5-	23	22	25	20	14	27	38	33	25	24	31	36
TOTAL	138	87	55	91	50	451	160	129	79	79	119	502
AVG SCORE	3.17	3.22	3.45	3.27	3.40	3.63	3.79	3.54	3.73	3.54	3.83	3.93
STD DEV	1.27	1.36	1.21	1.25	0.90	1.08	1.12	1.32	0.96	1.07	1.04	0.99
13. FRIENDLY - HOSTILE												
-1-	24	24	31	31	12	28	34	33	25	30	22	35
-2-	21	30	31	27	49	32	26	31	33	25	31	32
-3-	44	31	35	32	33	32	36	26	34	39	36	28
-4-	8	10	4	7	6	8	3	8	8	4	10	4
-5-	2	5	0	3	0	1	1	2	0	1	1	1
TOTAL	135	87	55	91	49	452	155	128	79	79	118	503
AVG SCORE	2.42	2.41	2.11	2.24	2.33	2.23	2.12	2.16	2.24	2.20	2.36	2.04
STD DEV	1.02	1.11	0.90	1.07	0.77	0.97	0.95	1.05	0.92	0.97	0.97	0.94
14. SHY - AGGRESSIVE												
-1-	11	7	9	10	6	4	11	6	6	9	8	8
-2-	19	17	13	14	27	17	12	28	27	23	17	18
-3-	47	60	60	51	61	53	56	43	51	56	54	50
-4-	16	13	15	14	4	19	10	21	15	9	16	18
-5-	7	3	4	10	2	7	11	2	1	4	6	5
TOTAL	135	87	55	90	49	452	154	129	79	79	119	502
AVG SCORE	2.90	2.89	2.91	3.00	2.69	3.06	2.98	2.85	2.78	2.76	2.96	2.94
STD DEV	1.04	0.84	0.89	1.05	0.74	0.89	1.05	0.90	0.83	0.88	0.93	0.95

Table A-5 (Continued)

	BOYS GRADE						GIRLS GRADF					
	7	8	9	10	11	12	7	8	9	10	11	12
15. IRRESPONSIBLE - RESPONSIBLE												
-1-	14	16	9	10	6	4	5	9	5	6	4	1
-2-	19	17	11	24	9	13	9	14	16	8	8	7
-3-	39	32	44	31	49	35	35	27	38	45	36	30
-4-	12	20	24	19	28	27	24	30	25	21	34	31
-5-	16	15	11	16	9	21	27	21	15	21	18	31
TOTAL	135	87	54	90	47	450	158	128	79	78	117	503
AVG SCORE	2.96	3.00	3.17	3.06	3.23	3.48	3.59	3.41	3.29	3.41	3.54	3.85
STD DEV	1.23	1.28	1.08	1.21	0.96	1.08	1.13	1.21	1.08	1.10	1.01	0.98
16. NEAT - UNKEMPT												
-1-	26	28	27	26	24	33	35	38	32	27	37	52
-2-	20	29	29	21	18	28	15	27	19	35	31	25
-3-	36	31	31	37	43	33	42	23	39	31	26	17
-4-	17	10	11	12	14	6	6	12	10	5	4	4
-5-	1	2	2	3	0	1	1	1	0	1	2	1
TOTAL	139	87	55	91	49	452	157	128	79	77	119	503
AVG SCORE	2.47	2.31	2.31	2.45	2.47	2.15	2.24	2.10	2.28	2.18	2.03	1.75
STD DEV	1.09	1.06	1.05	1.11	1.02	0.99	1.04	1.07	1.02	0.94	0.98	0.93
17. FOLLOWER - LEADER												
-1-	7	9	6	8	2	6	6	9	3	5	15	10
-2-	12	16	20	23	31	11	12	23	11	14	16	12
-3-	56	56	54	51	51	58	50	56	70	71	58	58
-4-	16	14	19	10	12	16	14	11	13	5	8	14
-5-	8	6	2	9	4	8	17	1	4	4	4	6
TOTAL	135	88	54	91	49	450	154	128	79	77	116	503
AVG SCORE	3.06	2.91	2.91	2.89	2.86	3.08	3.23	2.71	3.04	2.88	2.72	2.93
STD DEV	0.95	0.94	0.83	0.99	0.82	0.92	1.08	0.81	0.71	0.74	0.96	0.95
18. ALERT - DULL												
-1-	14	10	4	16	13	17	19	17	3	8	15	23
-2-	21	28	28	24	21	22	26	27	16	26	23	25
-3-	42	36	54	41	49	50	45	35	62	54	44	44
-4-	15	17	11	15	13	10	5	15	13	9	14	5
-5-	8	8	4	3	4	0	5	5	6	3	4	3
TOTAL	136	86	54	91	47	450	155	128	79	76	117	502
AVG SCORE	2.83	2.85	2.83	2.65	2.74	2.55	2.50	2.64	3.04	2.72	2.70	2.38
STD DEV	1.11	1.09	0.82	1.04	0.99	0.91	1.00	1.10	0.81	0.84	1.02	0.98

Table A-5 (Continued)

19. HOW MANY DAYS HAS THIS STUDENT BEEN ABSENT FOR ANY REASON SINCE THE FIRST OF THIS SCHOOL YEAR?

	BOYS GRADE						GIRLS GRADE					
	7	8	9	10	11	12	7	8	9	10	11	12
0-9	52	44	46	32	37	50	68	65	60	48	63	63
10-19	19	24	14	25	27	26	16	14	20	13	20	23
20-29	11	4	14	11	17	14	5	12	8	12	8	10
30-39	5	8	13	16	6	5	6	3	6	8	4	2
40-49	1	4	7	8	8	2	3	2	4	8	2	2
OVER 49	12	16	5	9	5	3	2	4	1	10	3	1
TOTAL	145	89	56	92	52	455	160	129	83	83	120	505
AVG SCORE	18.53	21.98	18.71	21.32	18.21	13.40	9.29	11.56	11.42	18.93	11.36	9.43
STD DEV	25.56	27.61	18.67	18.06	16.70	13.17	12.49	14.85	16.25	19.50	14.74	10.02

20. HOW MANY DAYS HAS HE BEEN ABSENT UNEXCUSED?

	BOYS GRADE						GIRLS GRADE					
	7	8	9	10	11	12	7	8	9	10	11	12
0-9	64	61	57	63	62	85	89	84	81	78	95	95
10-19	14	16	13	17	21	7	6	5	10	6	4	3
20-29	8	6	16	10	4	3	3	5	5	12	1	1
30-39	1	4	7	7	2	2	2	2	4	4	0	0
40-49	2	4	2	3	8	1	1	2	0	0	0	0
OVER 49	11	9	5	0	4	1	1	2	1	0	0	0
TOTAL	145	89	56	92	52	455	160	129	83	83	120	505
AVG SCORE	14.23	14.90	13.93	9.28	10.56	4.33	3.08	4.70	5.71	5.42	0.98	1.26
STD DEV	24.98	25.62	17.69	12.15	15.23	9.88	8.15	12.19	12.38	9.76	3.55	4.52

Table A-5 (Continued)

	BOYS GRADE						GIRLS GRADE					
	7	8	9	10	11	12	7	8	9	10	11	12
21. WAS THIS STUDENT IN A SPECIAL EDUCATION CLASS THIS YEAR?												
NO	93	94	98	98	98	97	97	98	100	99	97	100
YES	7	6	2	2	2	3	3	2	0	1	3	0
TOTAL	134	83	55	85	45	430	147	122	79	72	110	491
AVG SCORE	1.07	1.06	1.02	1.02	1.02	1.03	1.03	1.02	1.00	1.01	1.03	1.00
STD DEV	0.25	0.24	0.13	0.15	0.15	0.18	0.16	0.13	0.00	0.12	0.16	0.00
22. HAS HE BEEN IN A SOCIAL ADJUSTMENT CLASS?												
NO	93	95	95	99	100	100	99	95	98	100	100	100
YES	7	5	5	1	0	0	1	5	2	0	0	0
TOTAL	131	59	43	78	41	413	140	85	66	72	110	478
AVG SCORE	1.07	1.05	1.05	1.01	1.00	1.00	1.01	1.05	1.02	1.00	1.00	1.00
STD DEV	0.25	0.22	0.21	0.11	0.00	0.00	0.12	0.21	0.12	0.00	0.00	0.00
23. HAS HE BEEN IN AN UNGRADED PROGRAM?												
NO	99	100	100	99	100	100	100	100	100	100	100	100
YES	1	0	0	1	0	0	0	0	0	0	0	0
TOTAL	138	85	55	78	44	427	147	123	76	73	110	492
AVG SCORE	1.01	1.00	1.00	1.01	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
STD DEV	0.09	0.00	0.00	0.11	0.00	0.07	0.00	0.00	0.00	0.00	0.00	0.00
24. HAS HE BEEN IN A TEAM TEACHING PROGRAM?												
NO	93	81	89	85	100	91	90	79	94	90	96	94
YES	7	19	11	15	0	9	10	21	6	10	4	6
TOTAL	131	85	54	80	40	428	145	122	78	79	107	492
AVG SCORE	1.07	1.19	1.11	1.15	1.00	1.09	1.10	1.21	1.[illegible]	1.10	1.04	1.06
STD DEV	0.25	0.39	0.32	0.36	0.00	0.28	0.30	0.41	0.2[illegible]	0.30	0.19	0.24
25. ON THE AVERAGE, WHAT PART OF HIS CLASSROOM TIME IS SPENT IN A CLASSROOM WITH A TEACHER-AIDE PRESENT?												
NONE	100	100	100	100	100	100	100	100	100	100	100	100
SOME <1/2	0	0	0	0	0	0	0	0	0	0	0	0
SOME >1/2	0	0	0	0	0	0	0	0	0	0	0	0
ALWAYS	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	90	42	37	59	29	361	104	65	50	48	97	404
AVG SCORE	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
STD DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appendix B

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM DATA

Table No.	Title of Table	Page No.
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Table B-1

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM - % RESPONSES TO EACH OPTION OF QUESTIONS, MEAN SCORES, AND STANDARD DEVIATIONS, BOYS AND GIRLS, BY GRADE, 1967-68
(Total N = 11,909)*

1. How favorable is his attitude toward school?

A. Above average
B. Average
C. Below average

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	3.8	4.7	5.1	5.8	6.0	9.3	6.7	5.5	11.7	5.0	7.2	6.1
B	76.0	73.4	72.6	72.8	67.2	68.9	61.0	70.0	68.2	78.3	71.7	70.9
C	20.2	22.0	22.2	21.4	26.8	21.8	32.3	24.5	20.1	21.7	21.0	22.9
Mean	2.16	2.17	2.17	2.16	2.21	2.12	2.26	2.19	2.08	2.17	2.14	2.17
S.D.	0.46	0.49	0.49	0.50	0.53	0.71	0.57	0.51	0.56	0.49	0.52	
						GIRLS						
A	5.7	6.1	8.7	6.5	10.0	12.7	13.9	7.7	15.0	5.0	12.6	9.0
B	79.9	80.9	78.9	78.5	75.1	73.1	69.1	70.2	67.2	73.3	79.5	75.8
C	14.4	13.0	12.4	15.0	15.0	14.2	17.0	22.1	17.8	21.7	7.9	15.1
Mean	2.09	2.07	2.04	2.08	2.05	2.02	2.03	2.14	2.03	2.17	1.95	2.06
S.D.	0.44	0.43	0.46	0.46	0.50	0.52	0.56	0.53	0.57	0.49	0.45	

2. How well can you understand him when he speaks?

A. Very well
B. About average
C. Not very well
D. Hard to understand

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	6.2	10.4	9.2	13.2	13.6	21.6	8.4	13.7	16.3	22.1	19.6	12.9
B	69.1	71.9	73.4	76.0	74.9	67.8	77.7	73.9	73.4	72.4	77.5	72.8
C	22.0	15.1	15.3	9.0	10.0	9.0	13.4	11.9	9.2	5.0	2.9	12.6
D	2.7	2.5	2.0	1.7	1.5	1.6	0.6	0.5	1.1	0.6	0.0	1.7
Mean	2.21	2.10	2.10	1.99	1.99	1.91	2.06	1.99	1.95	1.84	1.83	2.03
S.D.	0.59	0.59	0.56	0.54	0.54	0.60	0.49	0.53	0.54	0.52	0.44	
						GIRLS						
A	9.2	10.4	12.4	13.9	14.5	21.5	19.4	18.7	20.1	31.0	27.8	16.0
B	72.1	76.8	75.0	77.1	77.6	68.1	72.3	72.8	72.3	68.1	70.9	73.6
C	16.9	12.3	11.2	7.6	7.2	9.6	7.3	8.3	6.0	1.0	0.7	9.4
D	1.8	0.5	1.4	1.4	0.6	0.7	0.9	0.3	1.6	0.0	0.7	1.0
Mean	2.11	2.03	2.02	1.96	1.94	1.90	1.90	1.90	1.89	1.70	1.74	1.95
S.D.	0.56	0.50	0.54	0.52	0.49	0.57	0.53	0.52	0.56	0.48	0.50	

* Distribution of N's by grade and sex will be found at the end of this table

Table B-1 (Continued)

3. Does he have trouble because of fighting?

A. Very often
B. Occasionally
C. Never

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	6.1	6.5	6.9	7.0	7.5	5.6	6.6	3.7	1.8	0.0	0.7	5.9
B	36.7	48.2	51.8	48.6	56.7	47.9	42.1	37.6	37.4	7.7	5.1	44.8
C	57.2	45.2	42.0	44.4	35.8	46.4	51.3	58.7	60.8	92.3	94.2	49.2
Mean	2.51	2.39	2.35	2.38	2.28	2.41	2.45	2.55	2.59	2.92	2.93	2.43
S.D.	0.61	0.61	0.60	0.61	0.59	0.60	0.62	0.57	0.53	0.27	0.28	
						GIRLS						
A	1.3	1.8	2.3	3.3	4.5	2.0	2.2	5.7	2.4	0.5	0.7	2.6
B	14.9	28.1	28.7	32.3	33.8	33.9	30.5	26.7	22.8	5.2	2.0	26.6
C	83.8	70.1	68.9	64.4	61.6	64.1	67.4	67.6	74.7	94.3	97.3	70.8
Mean	2.82	2.68	2.67	2.61	2.57	2.62	2.65	2.62	2.72	2.94	2.97	2.68
S.D.	0.41	0.50	0.52	0.55	0.58	0.52	0.52	0.59	0.50	0.26	0.21	

4. Does he get in trouble with the police?

A. Very often
B. Occasionally
C. Never

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	0.3	0.5	0.5	0.8	1.6	1.8	3.8	1.6	0.7	1.1	0.7	1.1
B	2.7	6.4	6.9	9.9	14.2	13.4	21.8	23.4	19.2	6.1	5.1	10.8
C	96.9	93.1	92.6	89.3	84.2	84.8	74.4	75.0	80.0	92.8	94.2	88.0
Mean	2.96	2.92	2.92	2.88	2.83	2.83	2.70	2.73	2.79	2.92	2.93	2.87
S.D.	0.20	0.28	0.29	0.34	0.42	0.42	0.53	0.48	0.42	0.31	0.28	
						GIRLS						
A	0.0	0.0	0.4	0.0	0.6	0.1	0.6	0.3	0.8	0.0	0.0	0.2
B	0.5	2.0	0.9	1.4	3.2	2.2	6.1	6.0	7.4	2.4	1.3	2.6
C	99.5	98.0	98.7	98.6	96.1	97.6	93.3	93.7	91.7	97.6	98.7	97.1
Mean	3.00	2.98	2.98	2.98	2.96	2.97	2.93	2.93	2.91	2.98	2.99	2.97
S.D.	0.07	0.14	0.15	0.12	0.24	0.16	0.28	0.26	0.32	0.15	0.12	

Table B-1 (Continued)

5. Does he get in trouble with neighbors?

A. Very often
B. Occasionally
C. Never

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	1.4	1.3	1.5	1.6	2.3	1.2	2.1	1.6	1.8	0.0	0.7	1.6
B	23.5	28.2	31.6	30.7	34.1	32.0	30.4	26.8	22.2	3.8	2.2	28.3
C	75.2	70.5	67.0	67.6	63.6	66.8	67.5	71.6	76.0	96.2	97.0	70.2
Mean	2.74	2.69	2.65	2.66	2.61	2.66	2.65	2.70	2.74	2.96	2.96	2.69
S.D.	0.47	0.49	0.51	0.51	0.53	0.50	0.52	0.49	0.48	0.19	0.22	
						GIRLS						
A	0.3	0.7	0.9	0.7	0.8	1.0	2.0	1.7	0.8	0.0	0.0	0.8
B	8.7	16.1	17.8	20.2	22.2	16.1	17.9	17.0	13.0	3.8	2.0	15.7
C	91.0	83.2	81.3	79.0	77.1	82.8	80.1	81.2	86.1	96.2	98.0	83.4
Mean	2.91	2.82	2.80	2.78	2.76	2.82	2.78	2.80	2.85	2.96	2.98	2.83
S.D.	0.30	0.40	0.42	0.43	0.44	0.41	0.46	0.44	0.38	0.19	0.14	

6. Does he have problems because of being withdrawn?

A. Very often
B. Occasionally
C. Never

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	4.6	1.8	2.6	2.3	3.5	4.1	4.1	1.8	2.6	3.4	2.2	3.1
B	40.8	35.8	39.9	32.0	35.6	32.1	34.1	28.4	26.9	14.5	5.1	33.8
C	54.6	62.3	57.5	65.7	60.8	63.8	61.8	69.8	70.4	82.1	92.7	63.1
Mean	2.50	2.60	2.55	2.63	2.57	2.60	2.58	2.68	2.68	2.79	2.90	2.60
S.D.	0.58	0.52	0.55	0.53	0.56	0.57	0.57	0.50	0.52	0.48	0.36	
						GIRLS						
A	5.0	4.6	3.3	4.0	2.8	1.9	3.8	2.2	0.8	0.5	0.0	3.1
B	38.3	33.8	39.4	32.6	30.9	31.3	33.8	22.6	29.4	15.5	8.0	31.5
C	56.7	61.6	57.4	63.3	66.3	66.8	62.5	75.1	69.8	84.0	91.9	65.4
Mean	2.52	2.57	2.54	2.59	2.64	2.65	2.59	2.73	2.69	2.83	2.92	2.62
S.D.	0.59	0.58	0.56	0.57	0.54	0.52	0.56	0.49	0.48	0.38	0.27	

Table B-1 (Continued)

7. How many personal books does he have?

A. Many (more than ten)   C. One or two
B. A few (three to nine)   D. None

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	3.7	5.2	4.6	7.3	8.4	11.5	15.4	12.9	22.3	42.3	34.0	9.9
B	18.7	21.4	23.1	27.0	26.3	32.3	37.5	29.4	38.0	48.9	51.4	27.7
C	43.5	45.6	50.9	39.8	43.9	38.3	30.5	38.4	25.2	7.7	10.1	40.0
D	34.0	27.8	21.4	25.9	21.4	17.9	16.6	19.3	14.6	1.1	4.3	22.4
Mean	3.08	2.96	2.89	2.84	2.78	2.63	2.48	2.64	2.32	1.68	1.85	2.75
S.D.	0.82	0.84	0.79	0.89	0.88	0.91	0.94	0.94	0.98	0.66	0.77	
						GIRLS						
A	2.5	6.3	6.9	8.3	10.9	19.0	19.1	18.8	34.2	43.5	39.7	14.3
B	22.3	25.4	27.0	30.0	29.3	33.9	35.7	38.5	32.5	47.8	52.3	31.2
C	46.0	41.1	46.1	41.3	40.0	34.5	28.8	33.2	21.8	7.7	6.6	36.3
D	29.2	27.2	20.0	20.3	19.9	12.7	16.3	9.4	11.5	1.0	1.3	18.1
Mean	3.02	2.89	2.79	2.74	2.69	2.41	2.42	2.33	2.11	1.66	1.70	2.58
S.D.	0.78	0.88	0.84	0.88	0.91	0.94	0.98	0.89	1.01	0.66	0.65	

8. How much education does his family want the subject to have?

A. Some high school   C. Some college
B. To graduate from high school   D. To graduate from college

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	10.3	11.5	9.5	8.4	8.7	8.1	18.9	12.3	13.2	2.8	0.0	9.6
B	61.9	65.5	66.8	61.0	59.5	59.2	58.8	70.7	59.0	66.7	61.0	61.4
C	12.4	10.1	10.4	14.1	14.1	13.4	13.8	7.3	11.0	7.8	11.8	11.9
D	15.4	12.9	13.2	16.5	17.8	19.3	8.4	9.7	16.8	22.8	27.2	15.4
Mean	2.33	2.24	2.27	2.39	2.41	2.44	2.12	2.14	2.32	2.50	2.66	2.30
S.D.	0.86	0.82	0.81	0.86	0.88	0.89	0.81	0.75	0.90	0.87	0.88	
						GIRLS						
A	9.4	8.7	6.2	8.0	8.6	6.1	11.6	6.7	13.3	1.9	3.4	7.8
B	62.7	67.3	71.2	59.4	54.4	53.6	58.5	70.5	48.3	53.6	57.0	60.4
C	10.5	9.1	7.3	12.5	13.0	13.3	17.0	10.6	16.7	15.3	16.1	12.1
D	17.4	14.9	15.2	20.2	24.0	27.0	12.9	12.2	21.7	29.2	23.5	19.6
Mean	2.36	2.30	2.32	2.45	2.52	2.61	2.31	2.28	2.47	2.72	2.60	2.44
S.D.	0.88	0.83	0.80	0.90	0.95	0.95	0.84	0.76	0.98	0.91	0.88	

Table B-1 (Continued)

10. How does his home compare with others in the neighborhood?

A. Above average
B. Average
C. Below average

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	4.9	6.6	8.6	5.9	5.5	6.8	5.2	7.2	4.9	3.8	4.4	6.2
B	79.7	78.6	73.9	79.8	81.3	81.8	80.7	83.9	88.0	91.2	92.7	80.7
C	15.3	14.8	17.5	14.4	13.2	11.4	14.1	8.8	7.1	4.9	2.9	13.2
Mean	2.10	2.08	2.09	2.08	2.08	2.05	2.09	2.02	2.02	2.01	1.98	2.07
S.D.	0.44	0.46	0.50	0.44	0.43	0.42	0.43	0.40	0.35	0.30	0.27	
						GIRLS						
A	5.7	5.4	7.6	5.4	5.7	8.1	8.2	7.3	5.9	5.8	5.4	6.5
B	75.6	76.8	78.4	80.0	80.6	80.5	81.6	87.4	85.3	87.9	87.2	80.6
C	18.7	17.8	13.9	14.5	13.7	11.3	10.2	5.3	8.8	6.3	7.4	13.0
Mean	2.13	2.12	2.06	2.09	2.08	2.03	2.02	1.98	2.03	2.00	2.02	2.06
S.D.	0.48	0.47	0.46	0.44	0.43	0.44	0.43	0.36	0.38	0.35	0.36	

11. Which of the following describes how the inside of his home is kept?

A. Clean, neat, and well organized
B. Average
C. Unkempt and disorderly

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	11.2	12.3	12.4	12.2	15.6	16.4	12.1	14.0	18.0	15.6	12.6	13.6
B	65.5	67.5	65.1	70.1	67.3	69.0	69.2	75.4	74.1	76.5	83.0	69.0
C	23.2	20.2	22.4	17.6	17.1	14.6	18.7	10.6	7.9	7.8	4.4	17.4
Mean	2.12	2.08	2.10	2.05	2.02	1.98	2.07	1.97	1.90	1.92	1.92	2.04
S.D.	0.58	0.56	0.58	0.54	0.57	0.56	0.55	0.50	0.50	0.48	0.41	
						GIRLS						
A	11.6	11.4	14.4	13.9	13.5	20.6	15.3	19.5	24.7	20.4	16.9	15.7
B	64.3	69.6	66.6	69.1	65.8	66.7	68.7	72.8	63.2	72.3	77.0	67.9
C	24.1	19.0	19.0	17.0	20.7	12.7	16.0	7.6	12.1	7.3	6.1	16.4
Mean	2.12	2.08	2.04	2.05	2.07	1.92	2.01	1.88	1.87	1.87	1.82	2.01
S.D.	0.58	0.55	0.58	0.54	0.58	0.57	0.56	0.51	0.59	0.51	0.47	

Table B-1 (Continued)

12. Does he have an adequate place to study?

A. Quite adequate
B. Barely adequate
C. Not adequate at all

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	18.5	16.3	19.2	21.5	22.9	23.9	14.6	27.0	29.1	31.7	38.7	21.8
B	57.5	60.3	56.1	58.4	58.7	58.7	63.7	58.6	62.1	59.4	56.9	59.1
C	23.9	23.4	24.7	20.1	18.4	17.4	21.7	14.4	8.8	8.9	4.4	19.7
Mean	2.05	2.07	2.06	1.99	1.96	1.93	2.07	1.87	1.80	1.77	1.66	1.98
S.D.	0.65	0.63	0.66	0.64	0.64	0.64	0.60	0.63	0.58	0.60	0.56	
						GIRLS						
A	18.4	18.7	17.7	23.3	24.0	30.3	25.0	37.2	30.9	42.0	42.6	25.5
B	57.6	60.2	60.6	58.8	60.1	55.3	60.0	56.5	58.0	50.2	52.0	58.1
C	24.0	21.1	21.6	17.9	15.9	14.1	15.0	6.2	11.0	7.7	5.4	16.4
Mean	2.06	2.02	2.04	1.94	1.92	1.84	1.90	1.69	1.80	1.66	1.63	1.91
S.D.	0.65	0.63	0.63	0.64	0.63	0.65	0.62	0.58	0.62	0.62	0.59	

13. Is his home environment conducive to school work?

A. Above average
B. Average
C. Below average

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	3.8	5.0	6.2	5.2	6.4	5.7	10.1	9.4	11.9	5.5	7.3	6.2
B	60.3	61.7	59.3	63.5	65.1	69.6	54.8	66.4	66.7	82.1	83.9	64.2
C	35.8	33.4	34.5	31.3	28.4	24.7	35.1	24.2	21.4	12.1	8.8	29.5
Mean	2.32	2.28	2.28	2.26	2.22	2.19	2.25	2.15	2.10	2.06	2.01	2.22
S.D.	0.54	0.55	0.57	0.54	0.55	0.52	0.62	0.56	0.57	0.42	0.40	
						GIRLS						
A	4.3	3.5	3.6	4.1	5.0	10.4	9.7	11.0	14.0	8.7	11.5	6.8
B	61.1	65.0	65.3	68.5	63.4	65.4	60.1	70.0	62.6	77.2	80.4	65.7
C	34.6	31.5	31.1	27.4	31.6	24.2	30.2	19.0	23.4	14.1	8.1	27.4
Mean	2.30	2.28	2.27	2.23	2.26	2.14	2.20	2.08	2.09	2.05	1.97	2.21
S.D.	0.54	0.52	0.52	0.51	0.54	0.57	0.60	0.54	0.61	0.48	0.44	

Table B-1 (Continued)

14. UNCOOPERATIVE ____ ____ ____ ____ ____ COOPERATIVE

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
BOYS												
A	2.5	2.2	3.6	5.3	5.0	3.2	4.3	4.3	3.9	1.6	5.8	3.8
B	9.2	10.9	11.1	9.2	9.7	9.4	9.1	9.3	6.8	8.3	8.0	9.6
C	39.1	40.5	35.8	32.2	30.4	26.8	28.4	25.6	32.7	12.7	12.4	32.0
D	29.9	30.8	28.1	32.3	32.6	30.0	25.8	18.1	26.0	49.2	48.2	30.3
E	19.3	15.6	21.4	21.0	22.4	30.7	32.4	42.7	30.6	28.2	25.5	24.3
Mean	3.54	3.47	3.52	3.54	3.58	3.76	3.73	3.86	3.72	3.94	3.80	3.62
S.D.	0.98	0.95	1.06	1.08	1.09	1.08	1.13	1.19	1.09	0.94	1.09	
GIRLS												
A	1.6	1.3	1.1	2.3	2.2	2.5	3.7	7.5	3.2	1.9	0.7	2.4
B	5.3	5.3	6.9	7.8	7.5	6.8	8.6	11.5	5.3	6.2	7.3	7.0
C	30.7	36.4	34.4	29.8	27.5	23.4	23.9	21.6	27.6	21.9	20.7	28.3
D	39.2	38.0	35.1	33.8	35.0	31.0	27.0	18.7	26.0	48.1	45.3	33.9
E	23.2	19.1	22.6	26.3	27.8	36.3	36.8	40.6	37.8	21.9	26.0	28.4
Mean	3.77	3.68	3.71	3.74	3.79	3.92	3.85	3.74	3.90	3.82	3.89	3.79
S.D.	0.92	0.88	0.93	1.01	1.00	1.04	1.12	1.30	1.07	0.91	0.90	

15. FRIENDLY ____ ____ ____ ____ ____ HOSTILE

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
BOYS												
A	20.8	20.2	21.3	20.0	22.0	27.5	31.3	45.0	33.1	29.3	34.3	24.8
B	33.5	32.5	33.3	35.1	37.5	35.5	29.8	18.3	24.9	49.7	43.1	33.7
C	36.7	39.4	36.4	34.3	32.4	26.7	25.4	25.7	32.7	16.6	16.8	32.3
D	8.5	6.4	6.6	9.6	6.0	8.4	9.8	7.9	6.4	3.9	3.6	7.5
E	0.4	1.4	2.3	1.0	2.2	1.8	3.7	3.0	2.8	0.6	2.2	1.8
Mean	2.34	2.36	2.35	2.36	2.29	2.21	2.25	2.06	2.21	1.97	1.96	2.28
S.D.	0.92	0.92	0.96	0.94	0.95	1.00	1.11	1.14	1.06	0.82	0.93	
GIRLS												
A	26.3	20.0	24.8	25.8	26.6	33.9	33.0	42.4	39.9	21.4	32.7	28.8
B	39.2	37.6	39.9	36.2	37.6	35.0	31.8	19.7	21.8	51.0	42.0	35.8
C	30.0	38.6	30.3	29.7	29.4	23.5	25.2	22.4	29.0	21.0	19.3	28.4
D	4.2	3.1	4.2	7.0	5.0	6.5	6.5	10.7	6.4	6.7	5.3	5.7
E	0.2	0.7	0.7	1.2	1.4	1.0	3.4	4.8	2.8	0.0	0.7	1.4
Mean	2.12	2.27	2.16	2.22	2.17	2.06	2.16	2.16	2.10	2.13	1.99	2.15
S.D.	0.58	0.84	0.87	0.95	0.93	0.96	1.06	1.22	1.09	0.82	0.89	

Table B-1 (Continued)

16. SHY _____ _____ _____ _____ _____ AGGRESSIVE

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	6.5	4.3	6.5	3.5	4.4	2.8	4.2	2.8	3.0	0.6	1.4	4.3
B	24.8	18.8	16.9	17.0	18.4	19.0	31.7	12.9	13.3	9.4	6.6	18.7
C	49.0	50.8	50.2	51.0	48.9	46.1	43.0	57.1	51.1	48.1	40.9	49.2
D	16.3	21.8	22.0	23.6	22.8	26.2	13.9	16.3	20.4	38.1	43.1	22.2
E	3.4	4.3	4.3	4.8	5.5	5.9	7.1	10.8	12.2	3.9	8.0	5.6
Mean	2.85	3.03	3.01	3.09	3.06	3.13	2.88	3.19	3.26	3.35	3.50	3.06
S.D.	0.89	0.87	0.91	0.86	0.90	0.88	0.95	0.90	0.94	0.73	0.80	
						GIRLS						
A	10.5	7.6	6.3	6.9	4.8	6.3	7.2	3.5	3.7	0.0	0.0	6.1
B	30.6	23.6	24.8	24.6	22.1	21.0	32.2	14.2	19.8	11.0	6.6	22.7
C	45.7	51.8	47.3	50.1	46.6	45.4	37.5	49.0	45.3	55.0	52.3	47.5
D	11.0	14.6	19.8	14.9	20.2	21.9	16.6	19.3	20.6	28.7	34.4	18.6
E	2.2	2.4	1.8	3.5	6.4	5.4	6.6	13.9	10.7	5.6	6.6	5.2
Mean	2.64	2.81	2.86	2.84	3.01	2.99	2.83	3.26	3.15	3.28	3.41	2.94
S.D.	0.89	0.86	0.87	0.89	0.93	0.95	1.01	0.98	0.98	0.73	0.71	

17. IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	5.0	6.6	6.6	8.1	5.8	4.8	9.0	8.8	6.4	5.1	6.6	6.4
B	18.3	15.6	16.3	15.4	17.8	16.6	20.6	17.7	13.3	12.4	7.4	16.5
C	56.5	57.5	53.1	45.0	46.8	40.4	42.6	46.5	40.5	15.8	19.1	47.0
D	18.2	17.5	20.2	26.2	25.2	27.8	22.6	17.2	26.9	55.4	56.6	24.2
E	2.0	2.8	3.8	5.3	4.4	10.4	5.2	9.8	12.9	11.3	10.3	5.9
Mean	2.94	2.94	2.98	3.05	3.05	3.22	2.94	3.02	3.26	3.55	3.57	3.06
S.D.	0.80	0.84	0.88	0.98	0.92	1.00	1.00	1.05	1.05	1.02	1.00	
						GIRLS						
A	2.4	1.8	1.7	4.0	3.0	4.4	5.6	6.8	3.7	3.3	1.3	3.4
B	12.4	10.6	14.4	10.2	10.3	7.5	18.0	17.7	15.6	8.1	11.3	12.0
C	60.4	54.9	49.0	50.5	49.8	43.1	38.2	41.0	42.4	30.5	27.3	47.3
D	22.8	29.7	30.4	26.7	28.9	29.8	25.2	20.6	27.6	48.1	52.7	28.9
E	1.9	3.0	4.4	8.7	8.0	15.1	13.0	13.8	10.7	10.0	7.3	8.4
Mean	3.09	3.21	3.21	3.26	3.28	3.44	3.22	3.17	3.26	3.53	3.53	3.27
S.D.	0.72	0.74	0.80	0.90	0.87	0.98	1.06	1.09	0.97	0.90	0.84	

Table B-1 (Continued)

18. NEAT _____ _____ _____ _____ _____ UNKEMPT

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	10.3	11.9	14.2	13.6	13.6	18.8	11.8	23.7	28.5	37.6	43.8	16.2
B	27.4	23.4	26.4	29.3	30.5	34.9	32.3	19.7	28.5	45.3	38.7	29.2
C	38.1	43.2	40.8	38.7	39.6	33.9	37.4	43.9	32.7	13.8	12.4	37.6
D	18.7	16.7	14.7	13.8	12.5	9.9	16.3	9.2	8.1	3.3	4.4	13.3
E	5.5	4.8	3.8	4.6	3.8	2.6	2.2	3.5	2.1	0.0	0.7	3.7
Mean	2.82	2.79	2.67	2.66	2.62	2.43	2.65	2.49	2.27	1.83	1.80	2.59
S.D.	1.03	1.01	1.01	1.02	0.99	0.99	0.96	1.06	1.03	0.79	0.88	
						GIRLS						
A	12.4	13.5	14.8	17.7	15.2	24.3	19.7	29.6	30.6	31.0	36.4	19.6
B	32.7	28.5	28.3	31.8	30.9	32.4	33.7	25.5	29.0	51.0	39.1	31.7
C	37.9	41.0	37.6	34.4	35.1	29.6	34.1	36.3	31.4	14.8	19.9	34.1
D	12.4	14.0	15.2	12.1	14.2	11.3	10.0	6.2	7.7	2.8	4.0	11.4
E	4.6	2.9	4.1	4.0	4.6	2.4	2.5	2.4	1.2	0.5	0.7	3.2
Mean	2.64	2.64	2.65	2.53	2.62	2.35	2.42	2.26	2.20	1.91	1.93	2.47
S.D.	1.00	0.98	1.04	1.04	1.05	1.04	1.00	1.03	1.00	0.78	0.88	

19. ALERT _____ _____ _____ _____ _____ DULL

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	4.8	5.3	4.7	6.1	6.6	8.8	5.7	10.4	15.5	14.1	13.2	7.1
B	18.4	18.3	18.3	23.4	21.8	29.1	22.7	17.8	26.5	55.9	61.8	23.6
C	52.0	50.8	47.4	48.1	47.2	41.0	44.3	52.9	42.4	24.8	19.1	46.3
D	19.4	20.3	24.4	16.9	20.2	15.6	22.2	13.7	12.4	4.0	5.1	18.1
E	5.3	5.3	5.2	5.6	4.2	5.4	5.1	5.1	3.2	1.1	0.7	4.9
Mean	3.02	3.02	3.07	2.92	2.94	2.80	2.98	2.85	2.61	2.22	2.18	2.90
S.D.	0.88	0.90	0.90	0.93	0.92	0.99	0.94	0.96	1.00	0.78	0.75	
						GIRLS						
A	5.3	4.7	5.2	7.6	7.4	8.7	7.8	14.4	15.1	14.3	11.2	8.2
B	21.3	21.2	23.9	25.4	28.8	29.9	29.8	21.5	28.2	49.5	48.3	27.2
C	53.3	52.7	46.9	49.4	47.4	46.0	45.6	50.3	43.7	31.9	34.4	47.6
D	14.5	17.4	19.7	12.5	12.3	12.0	14.0	9.5	11.4	3.8	4.6	13.2
E	5.5	4.0	4.3	5.2	4.1	3.4	2.8	4.3	1.6	0.5	1.3	3.8
Mean	2.93	2.95	2.94	2.82	2.77	2.71	2.74	2.68	2.56	2.27	2.36	2.77
S.D.	0.89	0.86	0.90	0.93	0.90	0.91	0.89	0.98	0.94	0.77	0.80	

Table B-1 (Continued)

20. How was this student referred to your team the first time?

A. Principal/Asst. Principal
B. Guidance Counselor
C. Teacher
D. School Nurse
E. Other school source (Explain)
F. Non-school source (Explain)
G. Case assigned

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	7.2	7.1	9.3	6.1	7.3	9.0	18.8	14.8	14.4	13.8	16.2	9.3
B	9.0	7.7	8.0	10.3	6.5	5.8	19.1	17.2	12.3	2.9	1.5	8.8
C	47.0	47.7	49.0	44.6	42.9	46.1	15.8	16.9	15.2	29.3	40.8	40.9
D	1.9	0.9	1.4	0.7	0.2	1.6	0.9	1.0	4.3	0.6	0.0	1.2
E	6.1	10.8	11.2	9.4	9.7	8.4	14.0	12.2	25.6	46.6	38.5	12.0
F	0.8	0.8	0.4	1.2	0.1	0.4	2.4	0.0	0.7	0.0	0.0	0.6
G	27.9	25.0	20.7	27.8	33.2	28.6	29.0	37.8	27.4	6.9	3.1	27.1
						GIRLS						
A	6.6	7.3	6.1	5.1	6.6	9.1	15.5	15.2	16.7	24.0	22.4	9.8
B	6.1	7.0	10.8	8.3	7.7	5.9	17.8	19.0	15.0	2.6	3.5	9.1
C	47.8	44.0	44.9	42.1	45.1	43.8	15.2	15.2	16.2	14.8	33.6	37.5
D	2.2	1.6	1.7	2.1	1.6	0.6	2.9	1.4	5.6	0.5	0.7	1.8
E	8.2	11.7	12.8	8.3	9.9	9.4	23.0	14.1	31.6	50.0	39.9	14.8
F	1.0	0.4	0.9	0.9	1.1	1.0	1.6	1.1	1.7	0.0	0.0	1.0
G	28.1	27.9	22.8	33.0	27.9	30.2	23.9	33.9	13.2	8.2	0.0	26.0

Table B-1 (Continued)

21. How many contacts has your team had with this student?

______ contacts

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
0-1	32.7	34.8	29.2	28.5	29.9	25.4	21.6	16.7	17.5	62.2	61.5	29.7
2	23.5	19.1	20.3	19.8	19.3	17.6	15.2	18.3	22.8	22.2	17.0	19.6
3	12.1	12.4	14.7	13.9	11.5	13.0	15.5	18.8	15.7	6.1	8.1	13.2
4	7.8	7.4	6.8	7.9	6.9	7.7	10.0	8.8	9.7	5.0	5.9	7.6
5	6.7	8.8	7.5	7.8	7.0	8.4	7.3	5.3	8.2	1.1	5.2	7.3
6-10	11.2	9.5	13.3	12.3	14.0	17.8	12.8	11.4	10.8	1.1	2.2	12.3
11-20	3.4	5.4	5.6	7.4	5.6	5.7	8.8	10.9	8.2	2.2	0.0	5.9
Over 20	2.5	2.5	2.7	2.2	5.7	4.3	8.8	9.8	7.1	0.0	0.0	4.0
						GIRLS						
0-1	36.8	36.8	31.0	28.2	29.9	25.0	22.8	14.8	18.5	64.1	53.3	30.9
2	20.7	21.4	25.3	27.9	20.0	19.7	13.4	19.7	13.6	19.9	21.3	20.9
3	16.2	10.7	12.7	14.3	14.3	13.1	18.1	15.4	11.0	7.8	16.0	13.7
4	8.7	9.8	7.6	7.2	8.3	6.7	9.7	6.7	7.0	3.9	4.0	7.6
5	5.2	7.9	6.2	4.5	5.5	8.4	5.6	5.2	9.7	1.4	2.0	6.1
6-10	8.4	10.5	10.7	10.3	15.4	15.6	15.3	13.3	19.8	1.4	2.0	11.8
11-20	2.8	1.9	3.7	5.6	4.4	7.8	6.2	8.7	9.7	1.4	0.7	4.9
Over 20	1.2	1.1	1.8	1.8	2.2	3.7	8.8	16.2	10.6	0.0	0.7	3.8

22. How many contacts has your team had with his parents/guardians?

______ contacts

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
0-1	56.7	59.1	57.8	53.4	54.5	50.2	48.6	59.0	59.4	87.4	75.4	56.3
2	18.7	15.3	12.7	21.8	18.0	22.8	23.4	21.9	23.4	6.3	18.5	18.6
3	9.4	10.7	11.7	9.6	9.8	10.3	12.2	8.8	6.3	3.4	3.1	9.6
4	4.2	3.4	5.3	5.3	5.7	3.6	4.2	2.3	3.3	0.6	2.3	4.2
5	4.3	3.7	5.5	4.0	4.6	5.7	4.5	3.7	2.9	1.1	0.0	4.3
6-10	3.5	4.4	4.3	3.1	4.6	6.4	3.1	2.3	4.2	1.1	0.8	4.0
11-20	1.9	2.6	1.4	2.3	2.0	0.8	2.4	1.7	0.4	0.0	0.0	1.7
Over 20	1.3	0.7	1.2	0.5	0.7	0.2	1.4	0.3	0.0	0.0	0.0	0.7
						GIRLS						
0-1	58.4	62.8	60.2	58.9	53.0	53.9	46.6	52.4	56.4	89.6	86.1	58.9
2	15.5	14.2	16.0	17.0	21.7	21.4	23.5	17.0	20.8	7.4	10.4	17.5
3	6.8	7.8	8.7	8.3	7.5	9.7	9.3	9.3	6.2	2.0	1.4	7.7
4	5.3	5.6	4.9	5.5	6.3	5.7	3.7	2.9	4.7	1.0	0.7	4.8
5	4.6	2.6	2.4	3.0	4.9	3.1	3.7	4.2	2.8	0.0	0.0	3.2
6-10	6.8	4.7	5.7	5.7	5.1	4.2	6.3	6.4	3.8	0.0	1.4	5.0
11-20	1.5	1.9	1.8	1.0	1.2	1.1	4.1	5.5	3.3	0.0	0.0	1.8
Over 20	1.1	0.2	0.2	0.6	0.2	0.8	2.6	2.2	1.9	0.0	0.0	0.8

Table B-1 (Continued)

23. What problems does this student have? (MARK ALL THAT APPLY)

A. No problems
B. Physical (medical) problems
C. Slow learning problems
D. Attendance
E. Emotional
F. Behavioral (adjustment)
G. Poor motivation
H. Other (please explain)

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	2.6	2.2	2.6	1.5	2.0	3.2	1.6	2.0	6.3	23.0	15.9	3.3
B	15.0	12.5	13.1	8.2	11.6	11.1	12.0	6.7	7.0	6.0	5.1	11.0
C	47.8	49.0	57.4	57.9	60.2	54.7	51.4	45.9	44.9	21.8	16.7	51.9
D	17.4	14.2	18.2	16.0	16.5	16.6	33.7	51.1	41.8	37.7	36.2	21.5
E	10.5	9.3	10.5	9.5	11.2	12.7	13.8	9.9	8.1	1.6	2.9	10.3
F	26.9	36.7	36.0	40.0	39.4	38.8	38.7	30.0	28.4	8.2	6.5	34.4
G	20.3	19.2	19.1	18.4	19.4	18.1	26.5	24.1	22.4	16.9	19.6	19.8
H	32.5	32.0	27.6	26.4	24.2	23.6	15.5	24.8	17.2	6.6	4.3	25.3
						GIRLS						
A	3.7	2.6	3.1	2.4	3.9	4.6	4.7	6.6	9.6	24.0	25.2	5.6
B	12.5	11.2	12.7	11.0	10.7	10.6	12.0	8.7	9.2	9.9	13.2	11.1
C	44.2	43.2	47.6	45.9	49.9	44.0	41.8	36.2	32.8	19.9	21.8	42.4
D	16.9	15.8	17.9	14.8	16.1	15.1	24.7	36.2	31.2	34.0	36.4	20.3
E	5.5	5.6	7.6	6.6	9.5	8.2	6.5	12.9	7.6	2.4	2.6	7.3
F	9.7	16.6	19.3	22.1	21.0	22.1	24.4	30.2	21.6	5.7	4.6	19.0
G	14.8	14.0	15.6	12.5	17.9	15.4	16.2	18.4	13.6	10.8	8.6	15.0
H	37.1	34.5	32.2	28.8	28.8	27.8	20.9	21.5	32.8	6.1	7.9	28.3

24. Have you referred this student to any of the following? (MARK ALL THAT APPLY)

A. Clinical Team
B. Reading Clinic
C. Speech Clinic
D. Urban Service Corps
E. Other (specify)

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
A	5.5	4.9	7.7	5.3	6.0	3.1	12.7	6.9	4.6	2.7	1.4	5.7
B	5.1	11.3	11.1	10.9	18.0	12.8	13.5	9.9	11.6	1.6	0.0	11.1
C	6.1	9.3	7.9	3.2	7.1	5.8	3.9	3.0	1.0	0.5	0.0	5.6
D	16.5	15.6	13.8	13.7	14.3	12.1	10.5	7.7	9.1	0.0	0.0	12.8
E	5.8	7.7	9.4	6.4	9.4	9.2	9.4	7.5	9.8	3.8	0.7	7.8
						GIRLS						
A	3.5	3.2	3.0	3.5	3.0	3.7	7.0	7.3	3.6	1.9	1.3	3.8
B	4.3	5.6	7.2	11.5	11.2	12.3	7.0	9.7	6.0	0.5	0.7	8.0
C	4.2	4.7	7.2	4.0	3.9	2.0	2.6	2.6	1.6	0.0	0.0	3.6
D	16.2	16.5	11.4	12.2	17.3	13.2	7.0	5.8	5.2	0.0	0.0	11.8
E	6.6	6.0	7.7	8.8	11.2	9.6	12.9	12.6	16.8	6.1	2.0	9.1

N's of Subsamples from Which Tabulations in this Table Were Made

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						BOYS						
N	923	798	846	943	973	967	362	403	285	183	138	6824
%	13.5	11.7	12.4	13.8	14.3	14.2	5.3	5.9	4.2	2.7	2.0	100.0

% Boys, Grades 1 - 11 combined: 57.3

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						GIRLS						
N	648	571	575	593	671	696	340	381	250	212	151	5088
%	12.6	11.2	11.3	11.6	13.2	13.8	6.7	7.5	4.9	4.2	3.0	100.0

% Girls, Grades 1 - 11 combined: 42.7

Grade	1	2	3	4	5	6	7	8	9	10	11	Total
						TOTAL						
N	1571	1369	1421	1536	1644	1663	702	784	535	395	289	11,909
%	13.2	11.5	11.9	12.9	13.8	14.0	5.9	6.6	4.5	3.3	2.4	100.0

Table B-2

DESCRIPTION OF VARIABLES USED IN THE FACTOR ANALYSIS OF THE PUPIL PERSONNEL SERVICES TEAM EVALUATION FORM

Var. No.	Ques. No.	Description	Plus Values Associated With
1	1*	Favorable attitude toward school?	Above average
2	2*	Understand him when he speaks?	Above average
3	3	Trouble because of fighting?	Never
4	4	Trouble with police?	Never
5	5	Trouble with neighbors?	Never
6	6	Problems because of being withdrawn?	Never
7	7*	How many personal books?	Many
8	8	Education desired by family?	College
9	10*	Home compared to others in neighborhood?	Above average
10	11*	How inside of home is kept?	Neat, clean
11	12*	Adequate place to study?	Quite adequate
12	13*	Home environment conducive to school work?	Above average
13	14	Uncooperative-cooperative	Cooperative
14	15*	Hostile-friendly	Friendly
16	16	Shy-aggressive	Aggressive
17	18*	Unkempt-neat	Neat
18	19*	Dull-alert	Alert
19	20	First referred?	**
20	21	Number of contacts with students?	Many
21	22	Number of contacts with parents?	Many
22	23A	No problems	No problems
23	23B	Physical (medical) problems	Many
24	23C	Slow learning problems	Many
25	23D	Attendance problems	Many
26	23E	Emotional problems	Many
27	23F	Behavioral (adjustment) problems	Many
28	23G	Poor motivation problems	Many
29	23H	Other (explain) problems	Many
30	24A	Referred to Clinical Team	Many
31	24B	Referred to Reading Clinic	Many
32	24C	Referred to Speech Clinic	Many
33	24D	Referred to Urban Service Corps	Many
34	24E	Referred to Other (specify)	Many
35		Priority category	Cat. I
36		Grade	Upper grades
37	20A	Referred by principal	Frequently
38	20B	Referred by guidance counselor	Frequently
39	20C	Referred by teacher	Frequently
40	20D	Referred by school nurse	Frequently
41	20E	Referred by other school source	Frequently
42	20F	Referred by other non-school source	Frequently
43	23B-H	Total number of problems marked	

* Variable reversed in programming from questionnaire response
** Not principal, guidance counselor, or teacher
NOTE: Question No. 17 inadvertently omitted in programming

Table B-3

MEANS FOR ITEMS FROM PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM FOR BOYS AND GIRLS BY GRADE GROUPS -- 1967-68 SCHOOL YEAR

(N = Boys: 3060; Girls: 2311)

	BOYS						GIRLS					
Var.	K	1	2-3	4-6	7-9	10-11	K	1	2-3	4-6	7-9	10-11
1	1.860	1.771	1.771	1.779	1.762	1.863	1.915	1.894	1.915	1.914	1.887	1.946
2	2.593	2.817	2.932	3.039	2.973	3.165	2.932	2.894	3.000	3.095	3.075	3.296
3	2.535	2.428	2.258	2.297	2.374	2.935	2.746	2.776	2.607	2.564	2.536	2.959
4	2.988	2.959	2.921	2.808	2.696	2.927	3.000	2.992	2.984	2.967	2.880	2.986
5	2.779	2.648	2.601	2.536	2.629	2.964	2.729	2.862	2.745	2.711	2.727	2.976
6	2.360	2.441	2.527	2.578	2.601	2.871	2.508	2.437	2.468	2.645	2.604	2.888
7	1.698	1.913	2.039	2.230	2.547	3.246	1.814	2.043	2.150	2.421	2.742	[illegible]
8	2.256	2.229	2.197	2.410	2.205	2.528	2.492	2.441	2.304	2.514	2.323	2.626
9	1.709	1.907	1.917	1.939	1.978	1.996	1.814	1.898	1.895	1.952	2.015	2.000
10	1.744	1.798	1.876	1.992	2.064	2.081	1.915	1.878	1.901	1.967	2.073	2.126
11	1.837	1.910	1.916	2.024	2.087	2.254	1.915	1.957	1.992	2.065	2.211	2.357
12	1.558	1.629	1.690	1.760	1.780	1.952	1.644	1.689	1.741	1.770	1.827	1.980
13	3.302	3.354	3.449	3.566	3.696	3.940	3.644	3.669	3.642	3.730	3.662	3.874
14	3.419	3.441	3.586	3.677	3.728	4.044	3.695	3.717	3.737	3.753	3.709	3.942
16	2.721	2.798	3.058	3.066	3.250	3.427	2.881	2.634	2.885	2.960	3.123	3.357
17	3.140	3.033	3.212	3.461	3.532	4.198	3.356	3.323	3.310	3.502	3.629	4.075
18	3.035	2.875	2.882	3.102	3.136	3.782	3.288	2.980	3.030	3.229	3.238	3.724
19	3.500	2.913	3.140	3.035	3.092	3.609	3.746	3.150	3.196	3.096	3.175	3.446
20	3.105	3.665	4.604	6.041	9.163	1.887	2.712	2.941	3.563	5.060	-	1.837
21	3.128	2.142	2.273	2.415	2.327	1.310	2.407	2.256	2.059	2.290	4.010	1.095
22	0.000	0.014	0.005	0.017	0.045	0.226	0.000	0.020	0.018	0.026	0.053	0.276
23	0.174	0.150	0.137	0.092	0.094	0.056	0.119	0.126	0.138	0.105	0.120	0.119
24	0.337	0.559	0.570	0.594	0.468	0.185	0.186	0.488	0.472	0.441	0.398	0.180
25	0.093	0.218	0.156	0.188	0.413	0.355	0.102	0.181	0.174	0.189	0.331	0.361
26	0.140	0.139	0.116	0.112	0.101	0.020	0.017	0.059	0.059	0.075	0.118	0.027
27	0.233	0.311	0.373	0.422	0.366	0.073	0.220	0.098	0.190	0.223	0.323	0.044
28	0.105	0.199	0.189	0.197	0.238	0.173	0.034	0.106	0.101	0.154	0.178	0.099
29	0.488	0.354	0.294	0.280	0.158	0.020	0.661	0.496	0.360	0.313	0.268	0.051
30	0.093	0.079	0.078	0.070	0.092	0.016	0.017	0.043	0.047	0.048	0.083	0.017
31	0.023	0.046	0.132	0.141	0.089	0.004	0.000	0.035	0.055	0.105	0.058	0.003
32	0.070	0.071	0.094	0.045	0.022	0.000	0.051	0.051	0.067	0.036	0.023	0.000
33	0.244	0.229	0.189	0.179	0.089	0.000	0.254	0.193	0.160	0.203	0.063	0.000
34	0.093	0.101	0.116	0.118	0.104	0.024	0.119	0.094	0.091	0.148	0.155	0.027
35	1.477	1.804	1.758	1.937	2.592	1.512	1.271	1.799	1.789	1.839	2.476	1.398
36	-	-	2.510	5.025	7.978	10.440	-	-	2.549	5.070	7.965	10.442
37	0.047	0.120	0.093	0.109	0.233	0.153	0.017	0.083	0.085	0.095	0.226	0.242
38	0.058	0.084	0.057	0.061	0.161	0.016	0.017	0.051	0.077	0.064	0.193	0.024
39	0.570	0.668	0.656	0.671	0.238	0.363	0.593	0.673	0.609	0.663	0.163	0.255
40	0.058	0.030	0.016	0.015	0.035	0.004	0.000	0.039	0.026	0.024	0.048	0.007
41	0.209	0.087	0.169	0.134	0.319	0.464	0.322	0.134	0.194	0.135	0.341	0.473
42	0.058	0.011	0.010	0.011	0.015	0.000	0.051	0.020	0.010	0.019	0.030	0.000
43	1.570	1.929	1.835	1.884	1.839	0.883	1.339	1.555	1.494	1.499	1.737	0.881
N=	86	367	735	1220	404	248	59	254	506	799	399	294

Table B-4

STANDARD DEVIATIONS FOR ITEMS FROM PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM FOR BOYS AND GIRLS BY GRADE GROUPS -- 1967-68 SCHOOL YEAR

(N = Boys: 3060; Girls: 2311)

	BOYS						GIRLS					
Var.	K	1	2-3	4-6	7-9	10-11	K	1	2-3	4-6	7-9	10-11
1	0.438	0.476	0.514	0.548	0.553	0.473	0.337	0.511	0.478	0.519	0.580	0.486
2	0.675	0.579	0.587	0.612	0.515	0.494	0.640	0.623	0.549	0.545	0.535	0.493
3	0.525	0.657	0.616	0.590	0.603	0.246	0.439	0.454	0.539	0.560	0.620	0.215
4	0.108	0.198	0.275	0.447	0.517	0.289	0.000	0.089	0.125	0.191	0.362	0.116
5	0.417	0.500	0.525	0.538	0.528	0.187	0.448	0.357	0.471	0.475	0.504	0.153
6	0.649	0.602	0.554	0.565	0.538	0.402	0.537	0.624	0.597	0.522	0.543	0.327
7	0.704	0.822	0.788	0.881	0.963	0.685	0.776	0.713	0.807	0.890	0.914	0.636
8	0.689	0.834	0.764	0.875	0.833	0.853	0.954	0.946	0.822	0.944	0.823	0.899
9	0.611	0.476	0.522	0.446	0.369	0.277	0.473	0.531	0.498	0.483	0.361	0.341
10	0.654	0.585	0.617	0.577	0.528	0.461	0.596	0.613	0.579	0.598	0.551	0.497
11	0.684	0.627	0.629	0.618	0.602	0.573	0.596	0.661	0.629	0.634	0.610	0.600
12	0.586	0.567	0.566	0.533	0.609	0.399	0.517	0.550	0.521	0.579	0.591	0.452
13	1.018	0.961	1.009	1.110	1.153	0.982	0.760	0.987	0.946	1.035	1.155	0.887
14	0.789	0.888	0.904	0.961	1.103	0.883	0.836	0.861	0.892	0.966	1.101	0.870
16	0.941	0.867	0.866	0.877	0.988	0.802	0.984	0.943	0.874	0.886	0.926	0.742
17	0.984	1.040	1.021	0.991	1.090	0.828	0.978	1.024	1.048	1.048	1.006	0.831
18	0.860	0.909	0.920	0.970	0.978	0.764	0.789	0.955	0.895	0.914	0.917	0.763
19	1.196	1.018	1.089	1.068	1.592	1.458	1.139	1.056	1.127	1.082	1.659	1.643
20	3.301	4.977	5.751	9.644	-	1.916	2.327	4.245	4.651	7.434	-	2.260
21	3.260	2.902	2.306	2.429	3.603	0.950	3.465	2.994	2.516	2.577	7.438	0.728
22	0.000	0.116	0.074	0.130	0.207	0.419	0.000	0.139	0.132	0.160	0.224	0.448
23	0.382	0.357	0.345	0.289	0.292	0.231	0.326	0.332	0.346	0.307	0.326	0.324
24	0.476	0.497	0.495	0.491	0.500	0.389	0.393	0.501	0.500	0.497	0.490	0.385
25	0.292	0.413	0.364	0.391	0.493	0.479	0.305	0.386	0.379	0.392	0.471	0.481
26	0.349	0.346	0.320	0.316	0.302	0.141	0.130	0.236	0.236	0.264	0.323	0.163
27	0.425	0.463	0.484	0.494	0.482	0.260	0.418	0.298	0.392	0.416	0.468	0.206
28	0.308	0.400	0.392	0.398	0.426	0.379	0.183	0.309	0.301	0.361	0.383	0.299
29	0.503	0.479	0.456	0.449	0.366	0.141	0.477	0.501	0.480	0.464	0.444	0.220
30	0.292	0.270	0.268	0.255	0.289	0.126	0.130	0.204	0.213	0.213	0.276	0.130
31	0.152	0.210	0.339	0.348	0.285	0.064	0.000	0.185	0.229	0.307	0.233	0.058
32	0.256	0.257	0.292	0.208	0.148	0.000	0.222	0.221	0.251	0.187	0.149	0.000
33	0.432	0.421	0.392	0.383	0.285	0.000	0.439	0.395	0.367	0.402	0.243	0.000
34	0.292	0.302	0.320	0.323	0.306	0.154	0.326	0.293	0.288	0.355	0.363	0.163
35	0.778	0.914	0.912	0.954	0.633	0.774	0.552	0.882	0.886	0.929	0.732	0.721
36	-	-	0.500	0.814	0.808	0.497	-	-	0.498	0.793	0.829	0.497
37	0.212	0.325	0.290	0.312	0.423	0.361	0.130	0.276	0.279	0.294	0.418	0.429
38	0.235	0.278	0.232	0.239	0.368	0.126	0.130	0.221	0.267	0.245	0.395	0.153
39	0.498	0.472	0.475	0.470	0.426	0.482	0.495	0.470	0.489	0.473	0.370	0.437
40	0.235	0.171	0.127	0.121	0.183	0.064	0.000	0.195	0.158	0.152	0.213	0.082
41	0.409	0.282	0.375	0.340	0.467	0.500	0.471	0.341	0.396	0.342	0.475	0.500
42	0.235	0.104	0.097	0.103	0.121	0.000	0.222	0.139	0.099	0.136	0.171	0.000
43	1.261	1.141	1.221	1.180	1.186	0.951	0.843	0.951	1.092	1.036	1.151	0.840
N=	86	367	735	1220	404	248	59	254	506	799	399	294

Table B-5
FACTORS DERIVED FROM FACTOR ANALYSIS AND VARIMAX ROTATION OF GROUPS OF PPF DATA BY SEX AND GRADE

Table B-5(a)

	Kindergarten -- Boys						Kindergarten -- Girls						
Var.	Factors						Factors						Var.
	1	2	3	4	5	6	1	2	3	4	5	6	
1	.361	.073	-.122	-.463	-.078	.546	.110	-.334	.112	-.044	-.086	-.454	1
2	.487	.118	.156	-.375	.144	.132	-.116	.085	-.779	.095	-.032	.155	2
3	.555	-.240	.105	-.211	-.378	-.005	.051	-.203	-.213	.152	-.080	-.770	3
4	.074	-.066	-.321	.070	-.186	.239	.000	.000	.000	.000	.000	.000	4
5	.313	-.095	.126	.024	-.609	.022	.307	.071	-.149	.157	-.064	-.538	5
6	.466	.043	.174	-.161	.470	.240	.035	-.307	-.221	-.574	.212	-.113	6
7	.198	.322	.042	-.072	.394	.201	-.230	.346	-.280	-.186	.153	-.373	7
8	.130	.440	-.074	.084	.293	-.051	-.497	.505	-.281	.236	.084	-.041	8
9	-.123	.794	.009	.068	-.024	.040	.045	.680	.289	-.179	-.066	.079	9
10	-.105	.835	-.077	-.085	-.052	.031	-.002	.708	.256	-.201	-.014	.051	10
11	.024	.814	-.212	.002	.131	.085	-.015	.786	-.036	.099	-.290	.037	11
12	.056	.714	.076	.109	.316	.015	.339	.768	-.103	.115	-.157	-.016	12
13	.864	.161	-.076	-.031	.003	.064	.527	.218	-.348	-.234	-.404	.047	13
14	.825	-.038	.003	-.069	.113	-.043	.407	.039	-.571	-.340	-.358	.034	14
16	.222	-.002	-.022	-.157	.710	-.046	.071	-.055	-.322	-.553	-.022	.366	16
17	.114	.762	-.105	-.099	-.051	-.032	.311	.417	-.331	-.305	.278	-.115	17
18	.527	.361	-.002	-.264	.199	-.010	.054	.194	-.786	-.165	.102	.005	18
19	.285	-.163	.544	.085	-.378	-.316	.855	.001	-.038	-.018	.213	-.247	19
20	-.156	.006	.670	.330	.018	.179	.597	-.114	-.406	.126	-.057	.032	20
21	-.076	-.001	.741	.021	-.184	.076	.254	-.193	-.555	-.099	.071	-.117	21
22	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	22
23	-.074	.216	-.046	.387	-.153	.112	-.169	-.155	-.018	.638	.050	-.034	23
24	.175	-.263	.157	.568	.001	-.029	.624	.072	.233	-.044	.059	.136	24
25	-.070	-.312	.282	.626	.015	.077	-.105	-.366	-.169	.573	.052	-.139	25
26	-.148	.338	-.182	.701	-.132	.014	-.099	.520	-.027	.195	.176	-.138	26
27	-.296	.255	.032	.531	.295	.141	-.389	.232	-.225	.142	-.002	.588	27
28	-.132	-.018	-.110	.672	.103	.072	-.064	-.388	-.030	.638	.020	.061	28
29	.113	-.235	.336	-.281	-.004	-.165	.353	-.474	-.104	-.040	-.104	.249	29
30	.004	.046	.030	.504	-.331	-.080	-.043	.007	-.003	.004	-.918	-.076	30
31	-.071	.027	.058	.233	.087	.735	.000	.000	.000	.000	.000	.000	31
32	-.092	-.043	.054	.126	.047	.749	.068	-.085	.406	-.325	.001	.109	32
33	-.226	-.287	.616	.046	-.026	-.096	.513	-.156	-.312	.136	-.253	-.198	33
34	-.115	.398	.102	-.081	-.381	-.024	.370	-.156	.273	.642	.072	-.079	34
35	.223	.479	.081	.348	-.169	.137	.029	.194	.060	-.079	-.515	-.526	35
37	-.391	.169	.183	-.277	.077	.206	-.130	-.187	.034	-.066	-.022	-.126	37
38	.050	.035	-.032	-.050	.103	.581	-.043	.007	-.003	.004	-.918	-.076	38
39	-.079	-.045	-.764	.149	.284	-.332	-.832	.117	.068	.078	.131	.316	39
40	.038	.223	.050	.028	-.383	.355	.000	.000	.000	.000	.000	.000	40
41	.309	-.132	.743	.006	.073	-.145	.785	-.121	-.163	-.116	.116	-.140	41
42	-.107	-.084	.143	-.055	-.517	-.168	.293	.101	.178	.108	.012	-.290	42
43	-.100	-.025	.178	.902	.044	.044	.166	-.316	-.140	.649	.037	.425	43

Table B-5(b)

Var.	Grade 1 -- Boys						Grade 1 -- Girls						Var.
	Factors						Factors						
	1	2	3	4	5	6	1	2	3	4	5	6	
1	-.190	-.262	.460	-.120	-.051	.166	.359	.027	.436	.192	-.040	-.177	1
2	-.265	-.113	.215	-.470	.137	-.078	.169	.071	.605	.071	-.132	-.061	2
3	-.210	-.724	.102	.115	.084	.138	.200	-.051	.353	-.018	.558	-.174	3
4	-.042	-.339	-.141	.056	-.167	.112	-.108	.082	-.089	-.006	.313	-.053	4
5	-.107	-.642	.074	.182	.015	.176	.258	-.007	.164	-.017	.529	-.055	5
6	-.074	.033	.405	-.515	-.132	.074	.103	-.141	.360	.302	-.088	-.143	6
7	-.405	.019	.014	-.302	-.019	.129	.379	-.011	.232	.189	-.204	-.092	7
8	-.389	-.062	.143	-.254	-.068	-.123	.344	.209	.209	-.005	-.183	-.248	8
9	-.739	.011	.052	.044	-.043	-.016	.767	-.079	.056	.049	.083	.151	9
10	-.839	-.135	-.025	.039	.042	.010	.844	.044	-.004	.079	.128	.032	10
11	-.768	-.035	-.052	-.024	-.026	-.117	.792	.150	.015	-.050	-.048	-.060	11
12	-.785	-.128	.007	.058	.024	.154	.834	-.052	.041	.044	.060	.003	12
13	-.056	-.254	.762	-.014	-.013	.026	.088	-.022	.739	.048	.248	-.058	13
14	-.019	.022	.894	.060	-.039	-.095	-.034	.048	.906	-.112	.053	.076	14
16	-.029	.402	.133	-.467	-.060	.066	.120	-.070	.030	.197	-.419	-.321	16
17	-.678	-.045	.130	.021	-.120	-.031	.608	-.074	.219	.029	.094	-.274	17
18	-.391	.168	.405	-.486	.067	.057	.273	.220	.412	.295	-.276	-.250	18
19	.134	-.230	.132	.029	-.613	.641	-.143	-.092	.048	.704	.531	-.124	19
20	.075	.514	.187	.305	-.029	.147	-.116	.601	.217	.187	-.080	.306	20
21	.198	.124	.211	.293	.252	.141	.015	.799	-.010	.002	-.060	.112	21
22	-.191	-.049	-.021	-.259	-.117	.246	.029	-.140	-.017	.308	-.057	-.015	22
23	-.095	.121	.136	.495	.019	.128	.014	.347	-.049	-.270	.192	.162	23
24	.106	.052	.001	.415	-.100	-.100	-.064	-.069	-.027	-.410	.104	.024	24
25	.125	.003	.059	-.032	.365	.089	-.118	-.096	-.164	-.315	-.064	.183	25
26	-.038	.737	-.060	.194	.003	.107	.160	-.033	-.129	-.073	-.021	.399	26
27	-.051	.669	-.265	-.015	.082	-.033	.011	.131	-.183	.006	-.248	.555	27
28	.328	.414	-.105	.167	-.123	.072	-.261	-.080	-.075	-.091	.053	.492	28
29	.099	-.265	.102	.236	.216	-.152	-.037	.488	.005	-.063	.213	-.160	29
30	-.010	.491	-.045	.098	.193	.096	-.084	.309	.130	.020	-.110	.522	30
31	-.010	.068	-.023	.062	.071	.170	-.203	-.024	.109	-.184	.041	.380	31
32	-.087	.065	.000	.278	-.099	-.018	.004	-.240	.116	-.131	.121	.205	32
33	.238	-.098	.218	.138	.361	.020	.087	.430	.063	-.039	.023	.138	33
34	-.027	-.065	.064	.322	.081	.147	.076	.606	-.021	-.066	.274	-.131	34
35	-.033	.060	-.097	-.032	.188	.475	.068	-.119	-.027	.225	.113	.558	35
37	-.155	.119	-.069	-.153	.670	-.150	.270	.165	-.194	-.195	-.398	.339	37
38	.035	.082	-.187	.067	.501	.051	-.057	.178	.043	-.025	-.122	.305	38
39	.077	.032	.119	.089	-.710	-.529	-.138	-.234	.156	-.516	-.070	-.487	39
40	-.141	-.069	.047	.260	-.000	.250	.104	.144	-.065	.023	.315	.059	40
41	.056	-.254	.005	-.247	-.069	.698	-.051	-.040	-.047	.778	.210	.168	41
42	.123	.067	.085	.139	-.029	.423	.001	.080	-.004	.229	.263	-.007	42
43	.186	.591	-.055	.535	.176	.009	-.138	.310	-.209	-.518	.142	.493	43

Table B-5(c)

Var.	Grades 2-3 -- Boys Factors						Grades 2-3 -- Girls Factors						Var.
	1	2	3	4	5	6	1	2	3	4	5	6	
1	.209	.119	.47[illegible]	.317	.198	-.055	.311	.051	-.157	-.391	.273	.0[illegible]4	1
2	.469	.088	.392	-.113	.020	.002	.253	.077	.115	-.372	-.008	-.094	2
3	.054	.055	.196	.716	.099	-.074	.186	.161	.054	-.172	.686	-.124	3
4	-.042	.013	.000	.453	-.125	.005	.157	.018	-.103	-.023	.371	.070	4
5	-.036	.082	.182	.702	.130	-.047	.123	.174	.046	-.087	.670	-.098	5
6	.115	.110	.441	-.248	.146	.126	.085	.286	-.190	-.349	-.433	-.183	6
7	.012	.447	.286	.102	-.044	-.024	.482	-.041	.037	-.224	.086	-.156	7
8	.133	.370	.261	.042	-.095	-.085	.484	-.183	-.061	-.317	-.072	.019	8
9	-.065	.810	-.026	-.077	-.001	.010	.785	.112	.002	.006	.075	-.071	9
10	-.051	.857	-.024	.014	.030	-.020	.819	.132	-.040	-.021	.093	-.022	10
11	-.022	.832	.026	.043	-.065	-.020	.818	-.079	-.080	-.106	-.008	-.008	11
12	.064	.765	.005	.127	-.005	.048	.770	.122	-.080	-.018	.119	-.006	12
13	.006	.079	.734	.319	.134	.100	.138	.086	-.142	-.709	.327	.110	13
14	-.070	.031	.902	.086	-.016	.094	.030	-.014	-.096	-.855	.215	.133	14
16	.239	.010	.126	-.571	-.019	.031	.084	.237	.050	-.124	-.650	-.131	16
17	.100	.576	.332	-.107	.028	.072	.612	-.098	-.085	-.423	.054	-.030	17
18	.366	.228	.565	-.148	.006	-.123	.320	.064	.018	-.641	-.220	-.128	18
19	.076	-.018	.132	.096	.731	.532	-.013	.700	-.559	.058	-.009	.174	19
20	-.329	-.065	.191	-.508	.275	-.045	-.163	.262	.276	-.118	-.269	.445	20
21	-.213	-.024	.152	-.219	.297	-.112	-.168	.252	.179	-.132	-.142	.384	21
22	.116	.024	.077	.105	.017	-.080	.085	.102	.096	-.240	-.045	-.291	22
23	-.409	.006	.034	.077	-.038	-.070	.008	-.242	-.003	.032	.011	.535	23
24	-.485	-.045	-.206	.040	-.056	.190	-.083	-.125	.233	.307	.143	.242	24
25	-.120	-.162	.026	-.053	-.172	-.190	.022	-.027	.398	.005	-.103	.082	25
26	-.485	-.001	-.075	-.347	-.060	-.302	-.069	-.034	.439	.174	-.094	.068	26
27	-.234	.066	-.068	-.594	-.008	-.174	-.020	-.058	.356	.211	-.480	.142	27
28	-.504	-.197	-.018	-.270	-.112	-.205	-.185	-.034	.315	.210	-.198	.240	28
29	.030	-.058	.005	-.015	.394	.004	-.031	.074	-.081	-.223	-.014	.374	29
30	.324	.045	-.106	-.160	.003	-.480	-.074	-.036	.573	.087	.014	-.024	30
31	-.457	.037	-.029	-.053	.228	-.012	-.094	.158	.223	.136	-.221	.169	31
32	-.454	.052	.025	.040	-.031	-.037	-.084	-.172	-.016	.102	-.001	-.067	32
33	-.048	-.159	-.057	-.004	.355	-.315	-.175	.332	.218	-.108	.011	.261	33
34	-.138	-.032	.068	-.182	.359	.014	.097	.115	-.027	-.001	.063	.584	34
35	-.283	.016	.103	-.008	.019	-.444	-.030	.230	.424	-.063	-.008	-.010	35
36	.003	-.004	.008	.038	.005	-.138	-.027	.036	.027	-.055	.162	-.051	36
37	.007	.055	-.092	-.061	-.156	-.737	.070	-.069	.551	-.049	.001	-.189	37
38	.002	-.008	-.070	.003	.018	-.397	-.042	.002	.553	.016	.185	-.002	38
39	-.070	-.036	.011	-.049	-.646	.585	-.022	-.722	-.442	-.027	-.128	-.057	39
40	-.226	.002	.009	.175	.066	-.041	-.029	.073	-.007	-.004	-.043	.399	40
41	.166	-.006	.098	.019	.848	.087	.010	.860	-.203	.071	.035	.069	41
42	-.028	.054	-.003	.114	.226	-.000	.030	.199	-.044	-.046	.062	-.094	42
43	-.718	-.124	-.117	-.396	.008	-.212	-.115	-.148	.518	.226	-.220	.605	43

Table B-5(d)

Var.	Grades 4-6 -- Boys						Grades 4-6 -- Girls						Var.
	Factors						Factors						
	1	2	3	4	5	6	1	2	3	4	5	6	
1	.510	.221	.108	-.286	.282	-.040	-.380	-.391	-.311	.076	.078	.068	1
2	.397	.070	.062	-.306	-.114	.218	-.205	-.382	.019	-.083	.331	-.100	2
3	.269	.119	-.018	-.062	.676	-.059	-.143	-.429	-.200	.108	-.570	-.087	3
4	.142	.102	-.185	-.049	.504	-.077	-.066	-.104	-.329	-.083	-.301	-.021	4
5	.152	.139	-.029	-.001	.622	-.153	-.182	-.319	-.238	.163	-.427	-.093	5
6	.402	.110	-.064	-.224	-.337	-.217	-.085	-.164	-.141	.046	.399	-.180	6
7	.350	.484	-.094	.023	.050	.083	-.506	-.281	-.015	-.160	.121	-.171	7
8	.324	.418	-.069	-.042	.090	.124	-.451	-.342	-.066	-.171	.075	-.106	8
9	-.019	.753	-.048	-.038	.027	-.018	-.788	.039	-.079	.037	-.018	.025	9
10	.029	.828	.013	-.011	.056	.009	-.843	.003	-.064	.014	.000	.048	10
11	.081	.782	-.111	.007	-.026	.007	-.811	-.032	-.088	-.045	.016	.001	11
12	.143	.741	-.044	-.058	.080	-.044	-.768	-.095	-.086	.054	-.033	-.024	12
13	.696	.129	-.032	-.114	.352	-.104	-.105	-.792	-.139	.110	-.088	.008	13
14	.881	.019	-.053	.046	.125	-.116	-.042	-.891	-.093	.001	-.027	.069	14
16	.131	.058	-.000	-.076	-.616	-.066	-.011	.067	.102	.096	.619	-.130	16
17	.390	.555	-.072	-.103	.024	.063	-.526	-.414	-.059	-.027	.157	-.014	17
18	.605	.294	.013	-.156	-.044	.064	-.298	-.514	-.109	-.050	.414	-.084	18
19	.079	-.009	.235	-.046	.100	-.909	.147	-.111	-.509	.614	.020	.293	19
20	.126	-.027	.434	.222	-.294	-.076	-.028	-.008	.462	.086	-.013	.464	20
21	.077	-.079	.550	.076	-.183	.072	-.007	.019	.268	.118	.018	.513	21
22	.191	.101	.065	-.142	.045	.040	-.100	-.168	-.072	.139	.196	-.202	22
23	-.055	.056	.124	.402	.142	.092	.050	-.051	.144	-.149	-.091	.475	23
24	-.149	-.176	-.286	.329	.079	-.088	.046	.076	.167	-.052	-.399	-.019	24
25	.006	-.226	-.006	.358	-.082	.118	.260	.004	.306	-.123	-.066	-.026	25
26	-.151	.009	.033	.575	-.074	.073	.048	.125	.547	-.076	.043	.032	26
27	-.079	-.020	-.054	.337	-.573	.076	.021	.291	.451	-.118	.332	.050	27
28	-.035	-.204	.162	.541	-.103	.010	.142	.085	.362	-.126	-.233	.181	28
29	-.058	-.070	.414	-.107	-.028	-.163	-.022	.086	-.210	-.012	.062	.486	29
30	-.146	.020	.236	.369	-.166	.184	.086	.103	.522	-.034	.048	.038	30
31	.058	.054	-.089	.270	-.029	-.159	.023	.084	.203	.030	-.326	.025	31
32	-.093	.088	-.018	.268	.035	-.182	.035	.006	-.025	.044	-.299	-.086	32
33	.019	-.113	.431	.018	.061	-.090	.081	-.098	.291	.215	-.167	.121	33
34	-.019	.005	.341	-.004	-.034	.130	-.020	.105	-.026	-.034	-.040	.564	34
35	.020	.076	-.142	.471	.076	-.043	.074	-.141	.438	.067	-.182	-.072	35
36	.148	.067	.044	.003	-.014	.201	-.208	-.169	.164	-.001	.030	-.028	36
37	-.119	.038	.209	.107	-.009	.676	-.205	.119	.553	.047	-.024	-.258	37
38	-.062	-.035	.270	-.084	.022	.334	.047	.051	.384	.037	-.002	.022	38
39	.104	-.008	-.752	-.036	-.133	-.145	.060	-.045	-.408	-.767	-.004	-.034	39
40	.098	-.104	.148	.171	.200	.043	-.007	-.125	-.024	.066	.047	.328	40
41	-.029	.061	.554	-.082	.078	-.611	.037	-.011	-.146	.873	.021	-.033	41
42	.012	-.076	.166	.106	.093	-.191	.064	-.026	-.070	.230	-.036	.352	42
43	-.181	-.236	.107	.790	-.265	.018	.196	.239	.591	-.232	-.152	.431	43

Table B-5(e)

Var.	Grades 7-9 -- Boys						Grades 7-9 -- Girls						Var.
	Factors						Factors						
	1	2	3	4	5	6	1	2	3	4	5	6	
1	.419	-.372	.333	.126	-.090	-.139	.287	-.043	-.537	-.246	-.100	.098	1
2	.262	-.046	.320	-.177	.022	-.213	.218	-.078	-.410	.037	.095	.132	2
3	.514	-.184	.172	.190	.033	-.218	-.047	.106	-.596	-.340	-.111	-.206	3
4	.235	-.511	.044	.142	-.062	-.185	-.125	-.191	-.460	-.257	-.100	-.227	4
5	.498	-.263	.043	.119	.030	-.224	-.043	.091	-.528	-.392	-.044	-.196	5
6	.568	-.080	-.060	-.199	.285	.032	.065	.356	-.298	-.059	.447	.035	6
7	.225	-.294	.480	-.001	-.102	.030	.303	-.136	-.286	-.212	-.081	.315	7
8	.231	-.274	.338	-.113	.170	-.138	.390	-.058	-.322	-.107	-.139	.282	8
9	.061	.047	.699	-.007	.067	.044	.668	-.054	-.049	.099	-.047	-.129	9
10	.144	.083	.785	-.124	-.014	-.046	.796	-.077	-.098	-.051	.052	-.008	10
11	.219	-.060	.736	-.154	.029	.011	.723	-.070	-.148	-.077	-.021	-.087	11
12	.336	.076	.710	-.026	.010	-.082	.651	.049	-.323	-.174	-.011	-.015	12
13	.707	-.144	.209	.029	-.086	.123	.143	-.106	-.807	-.074	-.091	.083	13
14	.825	-.080	.159	.098	-.113	.073	.174	-.063	-.848	.020	-.022	.084	14
16	.108	.045	-.064	-.488	.156	.068	.010	.090	.080	.167	.541	.225	16
17	.621	.052	.351	-.177	.007	-.197	.434	.128	-.481	.001	.212	.125	17
18	.595	.022	.124	-.265	.064	-.384	.350	.233	-.484	-.147	.186	.206	18
19	-.063	-.836	.142	-.332	-.086	.071	.062	-.826	-.152	-.201	-.113	.239	19
20	.007	.166	.072	.033	.759	.168	.076	.148	.118	.532	.102	-.282	20
21	.130	.086	.012	.023	.751	.090	.250	.080	.188	.245	-.055	-.174	21
22	.151	-.219	.165	-.305	.031	-.209	.248	-.130	-.124	-.228	.300	.245	22
23	-.065	-.073	.345	.278	.120	.109	.023	-.051	-.061	.141	-.417	-.148	23
24	-.006	-.066	.046	.325	-.103	.638	-.234	-.389	-.148	.241	.066	-.244	24
25	-.119	.168	-.232	-.035	.089	.430	-.213	-.021	.096	.312	.019	-.151	25
26	-.172	.411	.068	-.047	.003	.189	.013	.066	.104	.486	-.093	.074	26
27	-.169	.675	-.095	-.123	-.012	-.027	.082	.428	.377	.466	.154	-.054	27
28	.057	.263	-.093	-.020	.101	.483	-.255	-.019	-.078	.527	.207	-.067	28
29	.123	-.034	-.131	.331	.301	-.138	-.098	.265	-.044	.024	-.543	.203	29
30	-.260	.468	.118	-.067	.183	.175	.032	.092	.272	.518	-.008	.158	30
31	.058	.056	-.008	.400	.204	.215	-.038	.046	-.023	-.036	.008	-.460	31
32	.059	-.037	-.044	.332	.050	.162	.132	-.018	.042	-.090	-.006	-.465	32
33	-.030	.008	-.022	.395	.086	-.110	-.187	.263	-.112	-.002	-.190	.049	33
34	.000	.060	.078	.107	.678	.020	.067	.100	.057	.361	-.362	.096	34
35	.158	.539	-.049	.169	-.027	.066	-.123	.596	-.159	.022	-.067	.015	35
36	.306	-.117	-.020	-.406	.088	-.024	.018	.099	-.120	-.084	.115	.361	36
37	-.122	.710	.021	-.053	.064	.033	.015	.541	.335	.240	.075	.068	37
38	.201	.055	-.095	.437	.068	.100	-.110	.230	-.238	.100	.071	-.517	38
39	.051	.092	-.141	.140	-.095	-.314	-.000	.194	.054	-.284	.081	.064	39
40	.077	-.143	.033	.194	.194	-.156	.079	.125	-.186	-.018	-.564	.196	40
41	-.066	-.681	.080	-.540	-.102	.277	.012	-.827	-.113	-.011	.148	.261	41
42	-.225	-.133	.354	.154	.004	-.146	.085	-.136	.158	-.152	-.229	-.078	42
43	-.122	.488	-.087	.224	.148	.643	-.266	.100	.099	.781	-.186	-.153	43

Table B-5(f)

Var.	Grades 10-11 -- Boys						Grades 10-11 -- Girls						Var.
	Factors						Factors						
	1	2	3	4	5	6	1	2	3	4	5	6	
1	.545	-.142	.062	.364	.004	.153	.429	.334	-.012	.206	-.056	.334	1
2	.257	-.222	.396	.197	-.106	.112	.086	.444	.173	.169	-.019	.070	2
3	.189	-.074	-.136	.769	-.052	.064	-.034	.045	-.208	.038	-.132	.621	3
4	.259	-.081	.059	.708	-.119	-.041	.002	.072	-.062	.146	.043	.529	4
5	.051	.007	.016	.739	.095	-.074	.105	-.042	-.256	.063	-.395	.211	5
6	.225	-.087	-.012	.221	-.547	-.037	.162	.077	-.488	.047	-.188	.188	6
7	-.033	-.236	.305	.150	-.011	.169	-.107	.660	-.095	.045	-.180	.078	7
8	-.063	-.531	.318	.056	-.037	.114	.105	.343	.011	.583	.054	.028	8
9	.259	.076	.624	-.101	-.086	-.130	.167	.695	-.098	-.051	-.002	-.144	9
10	.120	-.114	.766	.018	.146	-.105	.178	.811	.091	.056	-.028	.030	10
11	-.030	-.014	.830	.104	-.125	.016	-.010	.794	.028	-.040	-.015	.118	11
12	.249	.054	.732	.016	-.062	-.158	.282	.738	-.190	-.033	.009	.074	12
13	.819	-.058	.057	.252	-.083	-.051	.803	.046	.020	.171	-.064	.194	13
14	.909	.036	-.048	.131	-.055	-.047	.884	-.022	.066	.097	-.101	.187	14
16	.314	-.142	.076	-.017	-.341	-.009	.347	.153	-.166	.250	.093	-.031	16
17	.737	.099	.165	.002	-.142	-.006	.664	.281	-.064	.052	-.080	-.088	17
18	.482	-.166	.338	.079	-.249	.051	.687	.256	-.028	.269	-.205	-.162	18
19	.003	-.926	-.057	.023	.046	-.080	.201	-.143	-.089	.917	.098	.070	19
20	.189	.360	-.016	-.359	.277	.583	.099	-.030	.679	-.094	.181	-.177	20
21	.106	.298	-.012	-.361	.309	.493	.082	-.059	.668	.044	.033	-.124	21
22	.057	-.619	.092	.114	-.215	.105	.055	.160	-.092	.622	-.463	.077	22
23	.003	.162	.069	.132	.447	.289	.029	.179	-.009	-.148	.516	.167	23
24	-.281	-.027	-.185	.087	.391	.211	-.093	-.318	.023	.177	.592	-.080	24
25	-.286	.621	.096	-.231	.019	-.099	-.254	.032	-.024	-.746	.010	-.138	25
26	.020	-.059	-.025	-.026	.476	.024	-.132	.130	.737	-.022	.061	.064	26
27	-.115	.173	.050	-.521	.022	.077	-.110	.026	.105	-.124	.036	-.689	27
28	-.252	.036	-.048	-.113	.355	-.028	-.060	-.284	.072	.088	.211	-.408	28
29	-.036	.088	-.027	-.041	.040	-.169	.201	-.083	.428	-.018	.159	-.120	29
30	.149	-.006	.072	-.047	.319	-.145	-.065	-.006	.576	-.043	-.175	-.420	30
31	-.196	.085	.187	.168	.481	-.063	.145	.070	-.018	-.024	.061	-.029	31
32	-.000	-.000	.000	-.000	.000	.000	-.000	.000	.000	.000	-.000	-.000	32
33	-.000	-.000	.000	-.000	.000	.000	-.000	.000	.000	.000	-.000	-.000	33
34	-.010	-.147	-.134	-.120	.058	.369	-.089	-.054	-.085	.173	.342	-.188	34
35	.080	.025	.016	.033	.071	-.443	.112	-.074	.077	.017	.437	.160	35
36	-.079	.157	.084	.133	-.201	.007	.105	.014	.102	-.149	.094	.361	36
37	-.223	.649	.128	-.003	-.278	.492	-.448	.172	-.099	-.695	-.242	-.134	37
38	-.161	.017	.304	.084	.527	-.133	-.063	.081	.665	-.006	-.183	.005	38
39	.387	.423	-.232	-.069	.132	-.573	.538	-.097	-.011	-.358	.380	.110	39
40	.075	-.009	.127	.101	.115	.164	-.014	-.141	.255	.007	.074	.199	40
41	-.181	-.880	.039	.035	-.074	.210	-.063	-.064	-.150	.909	-.080	-.016	41
42	-.000	-.000	.000	-.000	.000	.000	-.000	.000	.000	.000	-.000	-.000	42
43	-.392	.408	-.024	-.246	.502	.095	-.198	-.149	.300	-.411	.614	-.321	43

Table B-5(g)

TOTAL VARIANCE AFTER EXTRACTION OF SIX FACTORS

Grades	Male	Female
K	52.35%	52.46%
1	42.66%	42.55%
2-3	41.77%	41.93%
4-6	40.26%	40.88%
7-9	43.32%	42.84%
10-11	44.22%	46.81%

Appendix C

TEACHER AIDE QUESTIONNAIRE DATA

Table C-1

COMPARISON OF RESPONSES FROM AIDES, TEACHERS, AND PRINCIPALS TO THE TEACHER AIDE QUESTIONNAIRES

C. Please check to indicate: (1) if you have an aide performing the following functions, and, (2) if you feel teacher aides should or should not perform the following functions.

Assume that the aide functions are by the direction and under the supervision of the classroom teacher.

	AIDES		TEACHERS		PRINCIPALS	
Possible Instructional Aide Functions	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform
I. a. Plans with teacher for small group activities	75.2	88.5	45.5	78.5	73.3	90.0
b. Records directions or plans for learning activities on charts, blackboard, dittos	77.9	88.2	58.5	80.9	78.1	76.7
c. Arranges the physical environment in which children work and play	62.1	74.3	66.0	84.4	93.1	89.3
II. Assembles teacher-selected basic, supplementary and enrichment materials for learning activities including:						
a. Printed materials as books, pamphlets	72.7	77.5	57.9	88.9	81.3	86.7
b. Audio-visual material and equipment as tape, record, film, filmstrips, slides, projectals, and appropriate equipment.	79.3	89.0	67.0	91.1	90.9	93.5
c. Manipulative materials as games, puzzles, specimens (plant, animal & mineral), mathematics blocks, sticks, physical education equipment	72.9	80.0	57.7	85.4	84.8	87.1
III. Acquires teacher-selected resources for learning activities:						
a. Arranges for community resource persons for specific lessons	20.4	42.2	10.3	49.5	25.0	56.3
b. Writes for free and inexpensive materials	31.3	60.0	18.0	61.5	29.0	68.8
c. Orders audio-visual materials	60.0	75.3	34.0	76.3	66.7	80.1
d. Sets up and operates audio-visual equipment	99.0	90.8	58.7	89.4	87.5	93.3
e. Requisitions and obtains supplies	78.6	83.5	57.7	83.3	66.7	76.7
f. Handles, stores, and distributes texts, instructional materials and supplies, audio-visual equipment and materials	71.5	77.3	37.9	84.1	87.1	93.5
IV. Prepares teacher-selected materials for learning activities:						
a. Collects, organizes, mounts and/or laminates pictures	82.0	90.0	79.4	91.4	80.1	93.5
b. Makes projectals (transparencies, colorlifts)	37.6	66.3	27.6	69.5	31.0	83.9
c. Prepares taped stores, other information, or directed activity for children to use	52.5	70.2	31.6	62.0	20.7	64.5
d. Types and duplicates materials	88.9	89.6	76.9	93.3	93.8	93.5
e. Prepares and sets up materials for student motivation (bulletin board, table display)	92.7	94.9	71.0	85.7	90.9	93.5
f. Prepares art materials as mixing paint, putting chalk in containers	87.2	93.9	70.8	94.4	97.0	96.8

Table C-1 (Continued)

	AIDES		TEACHERS		PRINCIPALS	
	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform
V. Works with small groups or individual children as directed by the teacher in learning activities as:						
a. Listening and viewing						
1. Operates tape recorder, film projector or record player and supervises children at listening and viewing centers	85.0	91.9	54.3	92.6	78.8	100.0
2. Plays games with children requiring careful listening	80.8	35.7	49.0	89.0	70.0	100.0
3. Previews visual before it is used; prepares introduction to A-V material that will give children background for viewing them	27.8	52.0	17.5	48.4	16.1	61.3
b. Speaking						
1. Helps child with oral language (as those related to learning activities in subject areas; home, school, community; the child, himself, and his interest)	64.2	78.0	42.3	73.6	46.7	80.0
2. Aids child in telling a story using flannel board, movie, puppets, etc.	51.3	73.8	28.7	74.7	56.7	96.7
3. Tapes children's discussions, speaking, and reading	27.2	61.4	11.5	73.7	29.0	86.7
c. Making provisions for student experiences						
1. Arranges field trips and accompanies teacher and class on trips	82.6	85.9	60.0	84.8	74.2	90.3
2. Assembles materials (as science equipment, plants and animals growing in the classroom, realia); assists students in working with materials, and in sharing their experiences	76.9	87.9	59.3	86.8	67.7	90.0
3. Assists child in observing his school environment (weather, plants, animals, people, topography) and noting changes that occur	73.9	84.0	54.9	81.3	53.3	90.0
d. Reading						
1. Reads and tells stories	89.3	93.0	61.1	90.1	78.1	96.8
2. Listens to a child read	82.0	90.0	60.4	79.3	81.3	96.8
3. Helps to establish a library check-out system in the classroom and assists individual children in selection of books	52.6	78.6	31.1	74.2	58.6	83.9
e. Writing						
1. Helps a child who experiences difficulty with handwriting (following teacher presentation)	68.9	83.5	45.1	84.8	67.7	93.8
2. Helps with creative writing based on pictures, realia, reading, experiences, units being studied (following teacher presentation)	50.4	66.6	25.5	62.6	33.3	71.9
3. Records a child's story (print, type, tape)	31.3	65.7	23.5	71.0	70.0	90.3
4. Writes experience chart or group story	34.1	60.4	21.6	56.0	50.0	71.9

Table C-1 (Continued)

	AIDES		TEACHERS		PRINCIPALS	
	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform
f. Research skills (following teacher presentation):						
1. Assists child in locating materials	81.4	88.9	58.5	85.7	84.4	96.6
2. Sets up equipment that is needed	90.0	96.0	68.5	90.1	96.9	93.5
3. Assists in use of dictionary, reference books, library books pictures, projectals, maps, globes (following teacher presentation of reference skills)	70.2	80.4	44.8	79.6	68.8	93.3
g. Dramatics, Role-Playing						
1. Assists child in pantomime, using puppets, presenting an impromptu skit	37.9	64.4	24.0	81.1	39.4	75.9
2. Assists child in planning, writing and enacting a play (as directed by the teacher and in accordance with aide's talent in music, composition, dramatics)	43.5	71.4	23.8	75.0	40.6	76.7
h. Physical Education						
1. Supervises indoor and outdoor physical activities	86.1	88.8	71.8	90.5	93.8	96.6
2. Helps with gross motor activities as skipping	66.9	73.2	51.5	81.3	81.3	96.6
3. Helps with small motor activities as progressing from left to right, manipulating objects as to size and color, cutting, pasting, etc.	79.5	86.6	60.4	77.8	96.9	96.6
i. Assists with games involving:						
1. Speaking	65.8	81.0	43.7	80.9	75.0	83.3
2. Spelling	63.0	80.4	36.6	68.5	77.4	83.3
3. Phonics	62.1	78.4	43.8	71.9	74.2	80.0
4. Mathematics	66.9	77.2	51.0	79.1	64.5	76.7
5. Auditory and visual discrimination	64.0	76.0	46.1	75.6	71.0	80.0
j. Assists students working on individual projects						
1. Assists in locating materials	79.7	90.1	63.5	88.9	90.6	93.5
2. Discusses project with student (aide may be just an interested listener)	78.6	90.0	55.8	77.5	84.4	90.9
k. Assists children during work and play time						
1. As new materials are introduced or as familiar objects are being used	75.2	84.8	64.1	87.0	84.4	90.3
2. To gain independence in getting and putting away materials	92.4	96.9	76.4	94.4	93.9	93.5
3. To encourage habits of safety in handling materials	93.2	96.9	79.2	94.3	96.9	96.8
VI. a. Checks students' work to see if it is complete	82.5	88.5	76.3	90.2	90.6	90.0
b. Corrects routine papers involving objective information, as math	85.2	91.8	72.9	85.6	87.5	93.8
c. Records test results and/or errors	82.4	89.9	70.4	85.2	93.3	90.9
d. Assembles materials for child's folder (classwork)	88.1	92.0	78.3	94.3	87.5	93.5
e. Displays children-made materials	89.6	96.9	75.0	92.2	93.9	96.8

Table C-1 (Continued)

	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform	Aide is Performing	Aide Should Perform
VII. On-going Activities (as directed by the teacher)						
a. Assembles teacher-selected material for social studies, science units	67.8	77.3	68.0	85.9	80.0	89.7
b. Sets up and maintains a school-community resource file	20.5	44.7	21.6	63.8	22.6	67.7
c. Proofreads, types and duplicates class or school newspaper	22.1	48.0	11.9	48.9	25.8	74.2
d. Organizes and supervises a club (as music, science, sports, sewing, dancing and art) utilizing talent of the aide or community resource person	19.7	49.0	17.7	53.9	16.1	62.5
e. Trains a group of students in the operation of audio-visual equipment so that they may assist others. Schedules this assistance	21.1	51.5	14.7	55.8	12.9	66.7
f. Assists with a cumulative type of activity as a class booklet	50.0	69.6	52.0	80.2	74.2	90.6
g. Assists with a long-term art activity as stitchery or a mural (makes materials accessible, supervises activity and clean-up)	33.6	64.3	50.5	77.8	46.7	84.8
h. Assists with language development of foreign-born	9.7	34.0	8.4	45.5	10.0	50.0
i. Assists absentees in making up missed work	52.6	75.3	42.4	83.0	60.0	90.6
j. Supervises seatwork calling for some judgment	73.5	83.2	54.5	77.4	55.2	78.8
VIII. Non-Instructional Duties						
a. Does housekeeping chores in classroom	86.9	77.9	78.1	88.0	90.9	93.1
b. Keeps attendance and other records	79.0	84.0	50.9	70.2	83.3	90.0
c. Collects money	83.6	89.3	61.2	83.3	78.8	89.7
d. Administers first-aid	70.9	75.5	55.8	74.5	74.2	76.7
e. Helps with childrens' wraps	71.4	83.7	55.6	76.1	75.0	79.3
f. Corresponds with parents (arranges conferences)	72.5	74.7	42.6	52.6	46.7	51.7
g. Monitors playground, cafeteria, tests, bus loading, study groups	98.6	85.5	97.1	83.9	91.3	78.3
h. Helps in library	62.9	72.9	59.6	64.4	80.0	93.5

Appendix D

FORMS

Instrument for Identifying Potential School Dropouts
Yellow Form -- Kindergarten - Grade 3
Green Form -- Grades 4 - 11

Student Evaluation Form

Pupil Personnel Services Team Evaluation Form

__________Student Identification Number

TITLE I SCHOOLS

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Pupils in Primary School - in grades between Kindergarten and Grade 3)

Name of Pupil____________________ Birthdate_______________ Sex________

Name of School________________________ Grade__________________

Parents Name______________________ Home Address__________________

Home Phone Number____________________ Date______________________

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check all those which are applicable to this student.

1. __________ Poor risk readiness test status.
2. __________ Speech and language problems as determined by Speech Correctionist or Hearing Therapist.
3. __________ Severe reading problems as determined by Reading Specialist.
4. __________ Grade retention.
5. __________ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. __________ Two or more school transfers for any reason during the last school year.
7. __________ Evidence of health problems as determined by the school health team.
8. __________ Evidence of behavior problems and active referral to Department of Pupil Personnel Services.
9. __________ Evidence of economic need (such as free lunch, clothing and aid from P.T.A. or other groups).
10. __________ Comments:

9/67

__________ Student Identification Number

TITLE I SCHOOLS

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Students in Grades 4 Through 11)

Name of Pupil__________ Birth Date__________ Sex______

Name of School__________ Grade__________

Parents Name__________ Home Address__________

Home Phone Number__________ Date__________

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check those which are applicable to this student.

1. __________ Severe reading retardation as determined by Reading Specialist and school.
2. __________ Severe arithmetic retardation.
3. __________ Speech and language problems as determined by Speech Correctionist or Hearing Therapist.
4. __________ Course failure in any two or more courses during the last school year.
5. __________ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. __________ Evidence of health problems as determined by school health team.
7. __________ Two or more school transfers for any reason during the last school year.
8. __________ Evidence of behavioral problems and active referral to the Department of Pupil Personnel Services.
9. __________ Evidence of economic need (such as free lunch, clothing and aid from P.T.A. or other groups).
10. __________ Comments:

9/67

October 1967

Dept. of Research, Budget and Legislation
Public Schools of the
District of Columbia
1411 K Street, N.W.
Washington, D. C. 20005

STUDENT EVALUATION FORM

(1-3) School Code ______________ School Name ______________

(4-9) Ident. Number ______________

(11-25) Name of Pupil ______________________________
Last First Middle

(26) Sex: 1._____boy
2._____girl

(27-28) Present Grade _____

(29-34) Date of Birth ______/______/______
Mo. Day Yr.

- -

Name of Parent or Guardian ______________________________
Last First Middle

Address ______________________________

Please evaluate this student on the following (check the ones that apply)

(35) How well does he apply himself to his school work?
1._____Above average
2._____Average
3._____Below average

(36) How well does this pupil do in his school work?
1._____Above average
2._____Average
3._____Below average

(37) How well does he get along with the other children?
1._____Above average
2._____Average
3._____Below average

(38) How is his emotional maturity?
1._____Above average
2._____Average
3._____Below average

(39) How favorable is his attitude toward school?
1._____Above average
2._____Average
3._____Below average

(40) How well can you understand him when he speaks?
1._____Above average
2._____Average
3._____Below average

(41) How well does he like, or is he learning, to read?
1._____Above average
2._____Average
3._____Below average

(42) How does his home environment affect his school performance?
1._____Favorably
2._____Neither favorably nor unfavorably
3._____Unfavorably

W-3

(43) How good is his health?
1._____Above average
2._____Average
3._____Below average

(44) How well does he cooperate with you?
1._____Above average
2._____Average
3._____Below average

In answering the next eight questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

(45)	Defiant	____	____	____	____	____	Submissive
(46)	Uncooperative	____	____	____	____	____	Cooperative
(47)	Friendly	____	____	____	____	____	Hostile
(48)	Shy	____	____	____	____	____	Aggressive
(49)	Irresponsible	____	____	____	____	____	Responsible
(50)	Neat	____	____	____	____	____	Unkempt
(51)	Follower	____	____	____	____	____	Leader
(52)	Alert	____	____	____	____	____	Dull

(53-55) How many days has this student been absent for any reason since the first of this school year?

____________________ days

(56-58) How many days has he been absent unexcused?

____________________ days

(59) Was this student in a special education class this year?
1._____No
2._____Yes

Has he been in any of the following:

(60) 1._____No 2._____Yes Social Adjustment Class?

(61) 1._____No 2._____Yes Ungraded program

(62) 1._____No 2._____Yes Team teaching program

(63) On the average, what part of his classroom time is spent in a classroom with a teacher-aide present?
1._____None
2._____Some, but less than 1/2
3._____Over 1/2 but less than all
4._____All the time

____
Date filled in

____
Teacher's signature

____
Subject area or field

The George Washington University

PUPIL PERSONNEL SERVICES TEAM

EVALUATION FORM (REVISED)

Student I.D. No.________________ (1-7)

Student's Name ______________________________________ Birth date ____/____/____
(8-10) Last First Middle Mo. Day Year

School ________________________________ School Code _____ (11-13) Grade _____ (14-15) Sex _____ (16)

Please check the appropriate response.

About the student himself:

1. How favorable is his attitude toward school?
   ___ A. Above average
   ___ B. Average
   ___ C. Below average

2. How well can you understand him when he speaks?
   ___ A. Very well
   ___ B. About average
   ___ C. Not very well
   ___ D. Hard to understand

3. Does he have trouble because of fighting?
   ___ A. Very often
   ___ B. Occasionally
   ___ C. Never

4. Does he get in trouble with the police?
   ___ A. Very often
   ___ B. Occasionally
   ___ C. Never

5. Does he get in trouble with neighbors?
   ___ A. Very often
   ___ B. Occasionally
   ___ C. Never

6. Does he have problems because of being withdrawn?
   ___ A. Very often
   ___ B. Occasionally
   ___ C. Never

7. How many personal books does he have?
   ___ A. Many (more than ten)
   ___ B. A few (three to nine)
   ___ C. One or two
   ___ D. None

About the student's family and home:

(24) 8. How much education does his family want the subject to have?
   ___ A. Some high school
   ___ B. To graduate from high school
   ___ C. Some college
   ___ D. To graduate from college

(25) 9. What do the parents expect of the school system?

____

____

____

(26) 10. How does his home compare with others in the neighborhood?
   ___ A. Above average
   ___ B. Average
   ___ C. Below average

(27) 11. Which of the following describes how the inside of his home is kept?
   ___ A. Clean, neat, and well organized
   ___ B. Average
   ___ C. Unkempt and disorderly

(28) 12. Does he have an adequate place to study?
   ___ A. Quite adequate
   ___ B. Barely adequate
   ___ C. Not adequate at all

(29) 13. Is his home environment conducive to school work?
   ___ A. Above average
   ___ B. Average
   ___ C. Below average

The following section is to be filled in by members of the Team from personal observation:

In answering the next six questions, please indicate where he stands on each scale by making a check mark in one of the five places.

(30) 14. UNCOOPERATIVE ____ ____ ____ ____ ____ COOPERATIVE

(31) 15. FRIENDLY ____ ____ ____ ____ ____ HOSTILE

(32) 16. SHY ____ ____ ____ ____ ____ AGGRESSIVE

(33) 17. IRRESPONSIBLE ____ ____ ____ ____ ____ RESPONSIBLE

(34) 18. NEAT ____ ____ ____ ____ ____ UNKEMPT

(35) 19. ALERT ____ ____ ____ ____ ____ DULL

(36) 20. How was this student referred to your team the first time?

____ A. Principal/Asst. Principal
____ B. Guidance Counselor
____ C. Teacher
____ D. School Nurse
____ E. Other school source (Explain)

____

____ F. Non-school source (Explain)

____

____ G. Case assigned

21. How many contacts has your team had with this student?

(37-38) ____ contacts

22. How many contacts has your team had with his parents/guardians?

(39-40) ____ contacts

23. What problems does this student have? (MARK ALL THAT APPLY)

(41) ____ A. No problems
(42) ____ B. Physical (medical) problem
(43) ____ C. Slow learning problems
(44) ____ D. Attendance
(45) ____ E. Emotional
(46) ____ F. Behavioral (adjustment)
(47) ____ G. Poor motivation
(48) ____ H. Other (please explain)

____

24. Have you referred this student to any of the following? (MARK ALL THAT APPLY)

(49) ____ A. Clinical Team
(50) ____ B. Reading Clinic
(51) ____ C. Speech Clinic
(52) ____ D. Urban Service Corps
(53) ____ E. Other (specify)

____

25. Remarks: ________________________

____

____

____

____

Date form completed:

____

Pupil Personnel Worker's Signature

____

Team No. ____________ (54-55)

ATTACHMENTS

Summary Report:	"Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967" -- December 1967
Abstract:	"Evaluation of ESEA Title I Programs for the District of Columbia - Summer 1967" -- March 1968

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

Summary Report

Government of the District of Columbia
Contracts NS-66416 and NS-6870

December 1967

John T. Dailey
Clinton A. Heyman, Jr.

Education Research Project
The George Washington University
Washington, D.C.

SUMMARY REPORT

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

I. INTRODUCTION

The public schools of the District of Columbia were allocated $5,456,927 in fiscal year 1966 and $5,472,367 in fiscal year 1967 under Title I of Public Law 89-10, Elementary and Secondary Education Act of 1965, for programs to serve educationally deprived youngsters. Approximately 24,000 educationally deprived children were involved in over fifty Title I programs and services during the summer of 1966 and the following regular school year which this report covers.

A system was developed and utilized to evaluate these programs and services. The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs. Answers were sought to the following questions:

... Are the children better off because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs or combination of programs and services show promise of obtaining the most student gain per dollar of Title I funds?

II. BASIC CONSIDERATIONS

It was hypothesized that the short-term changes in pupil performance caused by all the Title I programs together were likely to be small, and that changes due to any single program were likely to be just barely detectable, if at all. This means that the only hope of detecting such small short-term changes lies in developing an overall statistical system or model which would include the important out-of-school environment or "resistance factors" which have such powerful effects on student performance and attitudes.

NOTE: This Summary Report is a non-technical summary of the research done under Contracts NS-66416 and NS-6870 with the District of Columbia Government. For further details about the study, see the Technical Report.

Another consideration in evaluation was that since each student was exposed to a number of special innovative practices it was not possible to evaluate any single program by itself in isolation. In considering the effects of any single program, due allowance must be made for all other important school practices, socio-economic factors, and participation in other Title I programs.

III. THE EVALUATION SYSTEM

In order to profit from educational innovation one must have a continuous feedback of estimates of the results. Otherwise most of the value of the innovations will be lost and little will be learned from them that can lead to improved education for the children involved.

Assessing the short-term effects of a single Title I program requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. For purposes of evaluating the Title I programs such an evaluation system has been developed and utilized. The information on which the system is based has been organized into what might be termed a statistical model of the D.C. public schools. From the statistical model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student's performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the student in it will do better than predicted.

The statistical model provides a system for continuing evaluation of the various Title I projects as they develop. The system is also comprehensive and versatile enough for use in evaluating other new programs or innovations in the D.C. school system. All that is required is a roster of the students in the new program, or to know which grade groups in specific elementary schools are involved in such an innovation as ungraded organization.

A special feature of the statistical model is a method of estimating expected performance of the pupils in a specific school. These estimates are obtained from analysis of past records of performance levels in schools serving areas with various levels of income and education. At any given point in time, performance in a specific school can be compared with its predicted or expected level of performance and this can be related to its particular pattern of programs and innovations.

IV. INFORMATION COLLECTED

In obtaining the data required for the statistical model, information such as the following was obtained:

A. Lists of students who had participated in the various Title I programs. This involved visiting the program to transcribe the names and other available information about the students.

B. The Student Evaluation Form was distributed to all Title I target schools to be filled out on each student by the classroom teacher. After these forms had been collected from the schools, they were checked, coded, edited, and all essential information punched into IBM cards. This was done twice, once in May and June 1966, and again in May and June 1967.

C. The list of "identified"* students was obtained from the Pupil Personnel Department for all target schools, both public and private.

D. From achievement tests routinely administered in the regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. In order to study the effects on schools in the target area, expected mean scores for each of them were computed from analysis of scores on standardized tests for comparable schools in previous years. Because of the fact that the tests of the regular testing program during the school year 1966-67 were given early in the school year, it was not possible to use them to determine the effects of ongoing Title I programs.

E. Information obtained from special data-gathering instruments such as questionnaires, interviews, and other standardized tests for specific purposes. One of these standardized tests was the Language Facility Test. This is an individually administered test which obtains a standardized sample of verbal response to visual stimuli. Responses to each stimulus picture are recorded and scored in two different ways. One score, on a ten-point scale, measures the level of verbal development or maturity independent of dialect or cultural influences. The other score measures the number of deviations from standard English. This test was administered to selected groups of students in various programs. Their scores were compared with the norms previously developed on a similar population, or their growth in verbal language facility during the program measured by means of pre- and post-tests.

F. Observations of the project staff members through visits to the programs and interviews with the director and staff members of the various programs.

V. PROCEDURE

A. Preparation of the Master Tape

One of the most difficult operations of the whole project was the work necessary to match up the many different kinds of information from the many sources about thousands of children. Each name on each new document or roster of program participants had to be looked up individually in a "telephone book"-type roster to see whether that pupil was already on file. If he was, the document or roster was marked with the student's identification number so that the data could be added to the data bank. If he was not, a new identification number was assigned and the name added to the "telephone book," so that the data could be processed. It is estimated that a total of approximately 200,000 documents were processed in this manner, and 100,000 on rosters. The data bank contained approximately 80,000 different names with sex, date of birth, school and grade in 1966, and/or school and grade in 1967, plus program participation record and whether the student was identified as a potential dropout. This includes many pupils who moved in and out of the target area schools. To this data bank were added the additional student performance measures used in the evaluation. A great deal of work on the computer was necessary to edit and bring all these data together on a master tape suitable for analysis.

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* "Identified" students are those who have been identified by their teacher and principal as potential dropouts.

B. Analysis of the Student Evaluation Form

There were two sets of evaluations by classroom teachers of students in the target schools. One set was from evaluations done in May and June 1966, and the other set one year later. These items measured different aspects of student behavior and performance. From the first set it was found that three different things were being measured by the form. The first one was "student classroom performance" which can be represented by item 2 of the Student Evaluation Form - "How well does this pupil do in his school work?" The second factor of "alienation from school and society" can be represented by SEF item 12 - "Uncooperative - Cooperative." The third factor of "aggressiveness" can be represented by SEF item 14 - "Shy - Aggressive." This third factor was found to be not related to being identified as a potential dropout. However, items 2 and 12 were highly related to being so identified. The first two factors coincide with two of the most important objectives of Title I programs and of compensatory education in general.

One of the most valuable sources of evaluation of programs came from comparing the averages of teacher ratings on various items of the Student Evaluation Form for students in the various Title I programs and services. Comparisons were made from the master tape for children in general, as well as differences between programs.

C. Achievement Tests

The schools in the target areas were examined to see how their performance on standardized tests compared with their expected performance as derived from the pattern of school means of similar schools. This method was used to evaluate such programs as Ungraded Intermediate, and the sixteen different reading programs. This method is available for use in the evaluation of any future innovation that is concentrated on a grade group in specific elementary schools.

D. Limitations of the Study

The following limitations of the study should be clearly stated:

1. Measures of some of the important objectives of compensatory education were not available during the period of the study.

2. The time period covered by the programs was too short to demonstrate the full effects of compensatory education.

3. The number of students with complete data -- that is, students for whom both a June 1966 and a June 1967 Student Evaluation Form was available on the master tape -- was quite small for some programs despite the large amount of data collected. However samples of 100 cases or more were available for many of the programs.

VI. RESULTS AND CONCLUSIONS

A. Reading and Achievement

Samples of students who in the spring of 1966 took the Metropolitan Achievement Test in grade 2 or who took the STEP battery while in grade 4 were retested using the same battery one year later. These scores were compared with those made by the same students in the regular administration of the test and the differences studied both by individuals and by school means.

The schools in the sample represented various combinations of programs and characteristics, but none of these seemed consistently related to gains in reading level. The target area schools did not perform better than the predicted levels. Some individual schools performed better than the expected level but the patterns of over-performance did not seem to be related to participation in any of the D. C. regular or special school programs. The over-performance when consistent over several grade levels and school years might well, in considerable part, reflect better teaching and administration. Part of it may be due to other control-type factors not presently accounted for. Occasionally a school's over-performance can be due to indirect selective factors causing it to attract children from the more educationally supportive families within the area it serves. When this happens, of course, it will cause other schools serving that area to perform below expectation.

As the statistical model of the schools becomes more completely structured and as additional longitudinal follow-up data are added to it, it should be useful for studies relating pupil performance to measures of teaching quality and training. The effects of variations in teacher quality and training as well as the effects of methods and practices are almost completely masked by the effects of out-of-school environment. While the statistical model, in effect, holds these out-of-school factors constant, it will begin to be possible to estimate the performance level of each school.

It seems probable that any changes in aptitude and/or achievement test performance caused by Title I programs are likely to be small during any one year, and thus large samples of pupils in any given program will be essential for detecting small gains with any degree of confidence. This can be done with the tests given routinely in the regular school testing program once the program stabilizes into a regular sequence of tests for at least two years in a row. It will also be necessary to facilitate the addition of this test information to the present data bank by some permanent system for student identification.

For evaluations with other tests and measures it will be necessary to do special testing of substantial samples of students in specific programs. However, because of the statistical model, it will be necessary only to test at the end of the program since bench marks have already been established for predicting performance in the absence of program effectiveness.

In the future, programs can be evaluated by the various tests, interviews, and other evaluative devices used in the original bench-mark studies.

B. Evaluations by Teachers

The results of the studies involving the teacher evaluations have been incorporated in the next section giving priorities assigned to the various programs and services.

C. Priorities for Funding Under Title I

The programs under Title I studied in this project follow, divided into priority groups as defined below. Projects are arranged in alphabetical order within groups. Also given are the reasons for assigning this priority. Further details will be found in the Technical Report.

Several factors were considered in making up the priority list of the Title I programs studied in this project. Priorities are given only for those programs about which sufficient information is available for adequate judgment. Priority groups were defined as follows: Priority 1 - Those projects which were found to have made a definite and documentable contribution toward better schooling for students from low-income areas. Each of the projects in this category was found to be associated with improved pupil performance and attitudes, or directly salvaged dropouts. These have been divided into two groups, 1-A and 1-B. Priority 2 - Those projects appearing to have merit as Title I programs but which are not making as significant or measurable a contribution as those in Priority 1. Priority 3 - Low-priority projects.

Priority 1-A

Pre-Kindergarten Programs. These include the Summer Pre-Kindergarten, the Saturday Pre-School Orientation, and the Model School Division Pre-School Program. These programs are important approaches to the problem of preparing children for educational experiences in school when they are not being adequately prepared by their home environment. These programs rightly give great stress to participation by the parents and seem to be relatively successful in stimulating such participation. For a sample of 119 children, the Summer 1966 Pre-Kindergarten program was found to be associated with increased language facility. All of the various Title I pre-kindergarten programs were found to be associated with better readiness and performance in both kindergarten and grade 1.

Primary Summer School. If a child learns to read in the second or third grade and makes normal age-for-grade progress thereafter, he is very likely to continue in school until he is 18 years old, and will probably graduate from high school. The extra "push" provided by Primary Summer School should make a substantial difference to the early school adjustment of many students and be a potent weapon against dropout. In the follow-up study, it was found that the sample of 1648 students who participated in this summer program showed evidence of better attitudes, performance, and motivation in the classroom. This program appears to give critical help to disadvantaged children at a very important period in their development and should be continued with high priority.

Pupil Personnel Service Teams. These teams are fundamental to the dropout prevention problem and support it in several ways. First, these teams deal directly with the problems of the identified students, particularly as they involve the home environment. The teams solve many student problems by direct action. They also act to foster parental involvement in the education process. Second, the teams supply much unique information about the student and his home that is badly needed by teachers, counselors, principals, and other school personnel. Third, they provide original unique information essential to the school administration for planning, administering, evaluating, and improving educational services and programs.

The students served by the teams were found to show gains in school performance when re-evaluated by their teachers at the end of the school year. The 1986 students evaluated by their teachers in 1966 and 1967 and who were served by the teams exceeded predicted performance in emotional maturity, attitude toward school, liking to read, and cooperativeness.

This approach seems central to the entire Title I program and should be given top priority. Ways should be sought to extend the services supplied by the teams and to integrate them more closely with the other Title I programs.

Reading Incentive Seminars. Teacher evaluations at the end of the school year indicated that this program led to better student performance and attitudes. The students in this program improved in classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. This evidence is based upon 267 cases with complete data ("with complete data" means that they were evaluated by teachers in both 1966 and 1967), and is statistically conclusive. It was also found that the students in this program were doing better than average to begin with, and showed good improvement during the year. It should be continued with high priority since the dropouts prevented by it will include many of the high aptitude students who are able to do their school work but fail to be motivated by it.

Social Adjustment. This summer program represents a fundamental attack on a very important problem in the dropout area. The 61 students with complete data were found to show important improvement in classroom performance, emotional stability, attitude toward school, and cooperativeness. They exceeded predicted performance in liking to read, where the total sample showed a decrease. It represents the first really structured program in this area and should be given high priority for continuation and expansion.

Specialized Camping Programs. This includes the Summer Music Camp (10 cases), the YMCA Camp (65 cases), and the Saturday Music Program (10 cases). These were two specialized camping programs in the summer of 1966 and a follow-up program for one of them during the regular school year. The children in all three programs showed evidence of better classroom performance when evaluated by their teachers at the end of the school year. The Music Camp and Saturday Music Programs were also associated with improvement in attitude toward school and liking to read. Camping in and of itself is certainly no panacea, but specialized camps with close tie-in to academic programs and objectives seem to be an effective way of obtaining increases in student school performance. It is recommended that long-range plans for a permanent camping program be initiated.

STAY (School to Aid Youth). This program probably salvages dropouts at a lower cost per dropout than almost any other program since there is not a great deal of turnover within the program. In many other programs, a great deal of money can be spent on a number of students who will either not drop out in any event or would drop out despite the money spent on them. This is not true of the STAY program. A sample of 54 students in the winter STAY program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The re-evaluations were made by STAY staff and therefore are not completely comparable with the other programs. However, it was found that there were improvements in school performance, emotional maturity, attitude toward school, liking to read, and cooperativeness.

The original expectation for the STAY program was that it would feed students back into their regular high schools. This did not happen in most cases since the students strongly preferred the STAY program to the regular high school. Apparently this program represents a new type of secondary program suited to the needs of many students who reject the regular high school programs. It is recommended that the STAY program be expanded and eventually become part of the regular secondary program in several key areas of the city. Ways should be explored to use it as a base for a new work-study and continuing education program to meet the needs of those students now rejecting full-time day study.

Webster School for Girls. This program deals with the factor that is one of the most important causes of dropout among girls. It directly salvages potential dropouts at a reasonable cost. It is doing a good job of meeting the educational needs of our girls at a critical time in their lives, and it is also a good example of how the school system goes to great lengths to meet the special problems of its students. It should be continued with emphasis on learning how to meet this problem with a simplified and less expensive program for all girls who need it, at a cost that could be absorbed into the regular school budget. It should also be examined to see what materials and methods have been developed that would be useful for all high school students to have in preparation for eventual family responsibilities and to foster the fullest development of their children.

Priority 1-B

Expansion of Language Arts. The Language Arts Program is designed to develop the oral and written language facility of culturally disadvantaged children. One of its main purposes is to teach standard English to those children who, in effect, speak an urban dialect. Earlier studies have indicated that this program seems to be effective in doing this. Samples of students who had been in the Language Arts Program in 1965 were found to have improved in language facility (123 cases) and in speaking standard English (44 cases) in this study.

Future for Jimmy. This summer and regular school year program is a tutorial- and counseling-type program in considerable depth where representatives of the intellectual community of Washington tutor and counsel individual students who need help. It is jointly administered by the D.C. schools and the Urban League, and because of the Urban League participation, helps involve a very important stratum of the Washington community in working directly with the problems of these school children. This should do much to help these tutors understand better the D.C. school system and the problems that it and its students are working on together. A sample of 183 cases showed improvement in classroom performance. The program should be continued if budget permits.

Age 13.7 Summer Reading Program. This program attacks a very fundamental cause of dropouts for the group of students most likely to drop out, since they are having difficulty with school achievement and are seriously behind in their age-grade placement. A follow-up study indicated that one year after participating in this summer program, 199 students who had been in it showed evidence of better performance in the classroom. It was a relatively inexpensive program and should be expanded to meet the needs of all youngsters in this category.

Ungraded (or Nongraded) Intermediate Sequence. This program is exploring a new approach to meeting the individual needs of disadvantaged students at the intermediate level. It is an ungraded sequence offering help in understanding the problems of the culturally disadvantaged child and organizing the instructional program to meet his particular needs. A group of 102 students in this program improved in emotional maturity and attitude toward school, and also exceeded predicted classroom performance. This program is an important new approach, and needs full trial and careful evaluation.

Urban Service Corps. Title I funds were used by the Urban Service Corps to provide transportation for field trips and also to provide clothing, glasses, and hearing aids to children needing them. These expenditures do not lead directly to improved school performance or attitudes, but they do represent important services needed by children in low-income areas. Such programs need to be continued.

Priority 2

Breakfast and Physical Fitness Programs. This summer and regular school year program appeared to be working out well and showed promise of being effective in improving student motivation and attitudes, although the statistical study failed to confirm this. If it were to be continued, the basic concept should be examined closely to see exactly how it is operating as a reinforcement activity in relation to the regular school program.

College Orientation. This is an important and apparently effective program but is not directly aimed at the prevention of dropouts. A high proportion of these youngsters probably would not drop out since they were doing well in classroom performance before entering the program.

English in Every Classroom. This is a program designed to involve students and teachers in regular systematic writing of compositions and also to encourage and improve reading through the use of paperback books, magazines, and newspapers. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone. It served a unique function over and above the other communication skills programs in its concentration on the systematic writing of compositions, and should help to meet a real need in the development of these students.

Enrichment Summer School - Secondary. This program contributes directly to dropout prevention to the extent that it enables students to study those subjects in which they have a special interest. Student comments in themes and interviews indicated that they like the summer courses much more than the same work during the regular school year, and had an increased interest in school work. Students from this program were found to have better school performance and attitudes in the classroom one year later. It is given lower priority than the Primary Summer School because it occurs at an older age when many students have already left school, and leaves fewer years for student improvement to affect school work and progress.

Extended Day - Double Barrel Program. This program involved college students who worked with the younger children on a buddy basis. There were five children assigned to each college student. The college students aided in tutoring, cultural enrichment, and personal adjustment, with special emphasis on establishing rapport between the child and the college student. Also involved in this program were counselors and librarians, and services for an after-school library program were provided. However, the program was not implemented as originally intended. The 51 students in the program for whom complete data are available were found to improve in cooperativeness and emotional maturity but did not do better than expected in classroom performance. If continued, the program should be restructured and kept on a completely evaluated experimental basis.

Gonzaga College Prep. This important and apparently effective program is not aimed directly at the prevention of dropouts. The program has some importance in that it is one in which nonpublic school students participate.

Reading and Speech Clinics. Title I funds were used to add technicians to the staffs of the Reading Clinic and the Speech and Hearing Clinics. However, there was some delay in obtaining these technicians because of the shortage of supply of these specialized persons. These clinics provide remedial service to many students and this important service is an invaluable support to regular classroom teachers. The usual procedure in these clinics was to give priority to the identified students.

Reading Programs. A great deal of work has been done in recent years on new approaches to the teaching of reading. All of these have some advantages; none of them has accomplished any miracles. Sixteen of the more popular new approaches were tried in the D.C. schools, and none of them has done any miracles, either. However, they represent new popular approaches that should be tried out to see their strengths and weaknesses for various teachers and various combinations of students in the D.C. schools.

Most of the samples for the 12 methods for which data were available were too small to warrant final judgment on the merits of each individual program, but several of the reading approaches were associated with improvement in student classroom performance. These included the *MacMillan Reading Spectrum* (23 cases), *Ginn Language Development* (22 cases), and *Words in Color* (47 cases). The MacMillan group also improved in attitude toward school, liking to read, and cooperativeness. The Ginn Language Development group also improved in attitude toward school and cooperativeness. Words in Color was also associated with improved liking to read. While the students in the above reading method groups showed improvement, the group of 12 methods as a whole was not associated with better school performance or better reading test scores when comparisons were made with students in similar schools with no experimental reading programs.

The problem is not to select one best program which, of course, may be only slightly better than the others. The problem is to enable the District of Columbia teachers to have the latest know-how, materials, and methods available for different approaches to reading, and it is believed that this will do much to increase the motivation of both the reading teacher and the reading student.

Summer Institute for Elementary Teachers and a Demonstration Summer School. This Model School Division project was a very important attempt to learn the best ways of in-service training of teachers for culturally disadvantaged children. If it is to be continued, emphasis should be placed upon learning how to plan an eventual in-service teacher training program for school-system-wide introduction at a cost the system can afford.

Priority 3

Cultural Enrichment. Cultural Enrichment has been rather disappointing as an approach to stimulating young people for motivation in school. However, the present Cultural Enrichment program is relatively inexpensive and it is better tied in with the real cultural heritage of the groups than many others have been. There may be ways to utilize this concept and to coordinate with specific educational programs more closely. It is a difficult program to evaluate, but it appears at present not to be of high priority as it is now developed.

Harrison School-Community Project. This is an attempt to obtain maximum involvement of parents, church, and school personnel in support of a summer school program in a poverty-stricken neighborhood. The total project served to gain experience in this area. However, the specific activities under the program need to be examined carefully as they probably vary greatly in their effectiveness. The emphasis should be on learning enough about this problem complex to be able later on to plan a suitable project in this area to be tried out with additional groups.

"Team-Up" Training and Enrichment. This program did not seem to get off the ground very well. It does represent an attempt to achieve a number of objectives related to upgrading of culturally disadvantaged youth. Its objectives possibly were too diverse and perhaps should be more limited if the program is continued.

D. Projects to be Financed from Funds for the Education of Handicapped Children

Hearing Impaired Children (Kendall). This seems to be a very effective and well-run program for helping those children with hearing impairment.

School for Emotionally Disturbed Children (Episcopal Center). This is the first year of a three-year therapeutic school program for emotionally disturbed children who are also culturally and economically disadvantaged. It is administered cooperatively by the District of Columbia Public Schools and the Episcopal Center for Children, and includes family involvement. The 35 children in this program are those whose problem is so deep-seated that they have been unable to adjust to a normal classroom situation. The purpose of the program is to work with the children until they can be reintroduced into normal classrooms, but at the end of the first year the program had not been very successful in this. This is a very good example of how far a school system will go in meeting the full needs of those students with the greatest problems.

Severely Mentally Retarded Children. This seems to be an important well-run program that should be continued if appropriate funds are available.

Sharpe Health School Summer Institute. This seemed to be a fine program for children with a variety of handicaps, and should be continued if appropriate funds are available.

E. Projects More Appropriate for Funding under the Regular School Budget

Teacher-Aides. There was a great deal of variation in the way teacher-aides were used, and additional study is needed to determine the best pattern of utilization for these sub-professional persons. Data were not available to relate the use of aides to specific programs; therefore, the evaluation had to be limited to one of all aides combined.

Studies of the teacher-aide programs indicated that the aides were performing very valuable functions as part of the instructional team and are, in general, relieving the teacher of those tasks that do not require professional skills. There was no evidence that students in classrooms with teacher-aides performed better in class than those who did not. But the same thing has been found for students in smaller classes as compared to larger classes. Apparently the use of teacher-aides is not likely to lead to short-term gains in classroom performance, but neither would the use of the same funds to hire a small proportion of additional teachers.

The real question with regard to the Teacher-Aides program is the relative ratio of teacher-aides to teachers to accomplish most effectively and efficiently the instruction in the classroom. In estimating the optimal ratio of teachers to teacher-aides or of professionals to sub-professionals, the concensus of the administrators involved in the program as well as the project staff is that the present ratio of 1 to 20 is far below an optimal ratio. Most teachers and virtually all principals would like to have as many teacher-aides as possible and would like to have a full-time aide in every classroom. However, their concensus is that the optimal ratio of teacher-aides might be on the order of 1 to 5 or 1 to 8, instead of the ideal 1 to 1, or the present 1 to 20.

Increases beyond the 1 to 20 ratio should await intensive study of the various tasks to be done by the instructional team and studies of optimal patterns of personnel to be used in carrying out these tasks at greatest efficiency from the budget point of view. It seems highly likely that such study would eventually indicate that the ratio of sub-professionals to professionals might be on the order of 1 to 5 if there is a substantial increase in the per-pupil expenditure rate of the school system. Therefore, it is strongly recommended that the Title I Teacher-Aides program be continued. It has given the school system an invaluable chance to obtain experience with new staffing patterns in the classroom, and seems to have been a significant factor in improving working conditions for teachers.

F. Cost-Benefit Considerations

Since cost-per-pupil figures are available, it is possible to examine the various Title I programs from the point of view of cost effectiveness. This examination must, of course, be highly tentative at this early date in the process of longitudinal study, but it will become increasingly important as pupil performance data become available for larger groups and over longer periods of time.

Even at this early stage, two indications emerge quite clearly. One is that any program making any substantial improvement in pupil performance will probably be worth any price within reason, since so many of the school characteristics or programs, which compete for the school dollar, make so little apparent difference. The other indication is that the programs showing most initial promise vary widely in cost, and there seems to be little correlation between program cost and program effectiveness.

The four most effective winter programs averaged about $235 per pupil, and the five most effective summer programs averaged about $200 per pupil. Considering the need for multiple programs, one might deduce that $400 or $500 per pupil above present outlays of approximately $800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

G. General Conclusions

The following conclusions seem warranted from this study:

1. It was found to be possible to devise a statistical model with the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration. Longitudinal follow-up data appear to be essential for this purpose.

2. This study has established the basis for a continuing system for evaluating the long-range effects of individual Title I programs on a number of important aspects of pupil performance and behavior.

3. The statistical model is suitable for use in evaluating many other future innovations and changes in documentable programs, methods, and procedures in the D.C. schools.

VII. RECOMMENDATIONS FOR FUTURE ACTION

A. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target area school. This would provide data for a continuous evaluation process based on longitudinal data. The evaluation system should be extended to cover all pupils in all schools as soon as possible.

B. A permanent record on tape should be maintained of all the major educational experiences of each pupil. A continuous cycle of studies should relate each such experience (being bused to a different school, participation in a special program or innovation, etc.) to the various measures of evaluations of the pupil's performance and attitudes.

C. The results of the evaluation studies should provide a continuous feedback of information on which to base revision of existing programs and for planning new programs.

D. If the evaluation system were extended to the whole school system it would permit evaluation of many basic features of schools, such as class size, overcrowding, use of teacher-aides, team teaching, curriculum innovations, and homogeneity of student bodies.

E. On the basis of the findings of the study it is recommended that the plans for program implementation in the future concentrate more on the most disadvantaged students.

TITLE I PROGRAMS AND SERVICES

Summer 1966

Pre-kindergarten	Head Start program for pre-school children of culturally deprived families
Primary Summer	To strengthen reading skills of young children reading below grade level
Music Camp (Resident)	To give individual music instruction in camp setting
Resident Camp (YMCA)	To provide educational camping experience for inner-city children
Age 13.7 Reading Program	Remedial reading for Grade 6 students over 13½ years
Hearing Impaired (Kendall)	Summer program for deaf and nearly deaf children
MSD Institute and Demonstration School	To instruct teachers of MSD in innovative teaching methods
Harrison School-Community	Coordinated public & parochial schools summer program for children & parents in poverty area
Severely Mentally Retarded	Summer program to prevent loss of skills of SMR
Physical Fitness	Breakfast and physical education program
Team-Up	Coordinated public and parochial school program of training and enrichment
Teacher-Aide Training (Howard University)	Special training program for teacher-aides
Sharpe Health	Summer workshop for teachers of handicapped children
Pupil Personnel Services	To provide services of specially trained personnel to help identified children
STAY (School to Aid Youth)	Afternoon and evening classes to encourage dropouts to finish high school
Enrichment Summer School	Non-credit enrichment courses for secondary school students
Extended School Day	Non-credit courses in afternoon and evening classes
Webster School for Girls	High school for pregnant school-age girls
Social Adjustment	For children who have been removed from normal classroom because of discipline problems
Gonzaga College Prep	Designed to improve motivation and achievement of junior high boys showing college potential but underachieving
Future for Jimmy	Tutorial and counseling program for students with difficult home experiences

School Year 1966-1967

Saturday Pre-School Orientation	To help pre-school child and parent adjust to school situation
Emotionally Disturbed (Episcopal Center)	A therapeutic school program for emotionally disturbed children

Expansion of Language Arts	To teach standard English to children who speak an urban dialect
Breakfast & Phys. Fitness	To provide physical education program and breakfast
Reading Clinic	Diagnostic and remedial reading instruction
Saturday Music Program	Continuation of musical instruction offered in summer music camp
Urban Service Corps	To furnish clothing, glasses, and hearing aids, and funds for transportation
Speech Clinic	Diagnostic and remedial speech therapy
Hearing Clinic	Diagnostic and remedial hearing therapy
Teacher-Aides	Classroom aides for teachers to assist in non-professional duties
Reading Incentive Seminars	To provide paperback books and discussion sessions
MSD Teacher Aides (TAP)	Classroom aides to assist teachers in non-professional tasks
Pre-School Program	Instructional and day-care program
Extended Day - Double Barrel	Use of college students as counselors to help students adjust to personal problems
Raymond Kindergarten	Experimental program of superior day-care and pre-school experiences
Nongraded Intermediate Sequence	Children placed in achievement level, not grade level
MSD Reading Programs	Sixteen experimental approaches to teaching reading and language
MSD Cultural Enrichment	To expose children to various art forms and artists
MSD English in Every Classroom	To integrate English with other school subjects

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia - Summer 1967

Contract No. NS-6837

ABSTRACT

PURPOSE

To evaluate the 1967 summer school programs in the District of Columbia funded under Title I of the Elementary and Secondary Education Act of 1965. There were 18 different Title I programs, involving approximately 15,000 students.

PROCEDURE

This evaluation is a continuation of the studies made of the Title I programs in the District of Columbia during the summer of 1966 and the 1966-67 school year, carried out by the Education Research Project of The George Washington University.* There were two main aspects of the evaluation: (1) The statistical aspects included a record of student participation in the various programs, and information about the programs obtained from certain sections of the following data-gathering instruments: Student Evaluation Forms, Administrator Questionnaires, Teacher Questionnaires, and Student Questionnaires. (2) The nonstatistical aspects included discussion of the summer programs with administrative personnel, site visits to the program activities, and information about the programs and their operation from administrators, teachers, and students, obtained from the questionnaires and other sources.

RESULTS

This evaluation should be considered as interim in nature, subject to confirmation as to the actual effectiveness of these programs in changing student performance and attitude when measures of school performance and teacher evaluations are available at the end of the 1967-68 school year.

The following programs were judged to be most effective in contributing to meeting the special educational needs of educationally deprived children in the target area: Priority 1-A (in alphabetical order) -- Instrumental

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* Dailey, J.T., & Neyman, C.A., Jr., "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967," Final Report to District of Columbia Government Contracts NS-66416 and NS-6870, Washington, D.C.: Education Research Project, George Washington University, December 1967.

Music, Model School Division Junior High School and Teacher Training Institute, Primary Summer School, Pupil Personnel Services Teams, Social Adjustment, STAY, Summer Camping, and Webster Girls School; Priority 1-B -- Secondary School Enrichment, Summer Occupational Orientation, and Vocational Orientation.

RECOMMENDATIONS

It is recommended that every possible effort be made to plan the summer school programs well in advance of the opening of the session, since this is necessary in order to enroll students in appropriate programs, to obtain adequate qualified staff, to obtain the necessary supplies, and to work out the details of program operation.

It is also recommended that there be better coordination of the summer programs -- e.g., the Occupational and Vocational Orientation programs and the Secondary School Enrichment program. Greater effort should be made to involve a larger percentage of Title I target-area students who have been "identified" as potential dropouts. Means should be sought to involve parents and communities to a greater extent. Programs being offered should be publicized more so that the parents and communities are more aware of the activities of the schools.

It is further recommended that those programs which have not demonstrated positive effects should either be dropped or changed in ways that will make them more effective, and new programs should be developed to meet specific needs not met by other programs.

However, final decisions with regard to continuation or modification of low priority summer programs should await analysis of the effects of these programs on classroom performance and attitude as measured by the teachers during the current school year.